

Point of View By Catharine R. Stimpson

It Is Time to Rethink Affirmative Action

ON DECEMBER 4, Secretary of Education Lamar Alexander proposed new rules governing the legality of scholarships for minority students. They declare campus diversity a good thing, but race-specific scholarships a bad thing—unless a private donor or Congress creates them.

Mr. Alexander's action leaves unanswered questions about civil-rights law, educational policy, and the politics of the ruling. By the first week in March, responses to the proposals must be in. Yet no matter what they are, no matter what the Secretary's final regulations ultimately are, the issue of affirmative action will still be with us—because educational inequities will still be with us.

The birth of affirmative action in the late 1960's and 1970's was a struggle. Its most principled opponents argued honorably that American law and public policy ought to be color-blind. Anything that was limited to one race, no matter how well intentioned, was wrong. Unfortunately, not every opponent was principled. The argument about affirmative action also was divisive and prejudicial, a misinformation campaign that demonstrated more hostility about a remedy for injustice than about the injustice itself.

After the 1970's, the struggle became less rancorous in higher education. Indeed, during the 1980's, the Department of Education received fewer than a dozen inquiries or complaints about race-specific scholarships. However, during the same decade, the opposition to affirmative action gained two weapons. First, the elections of Ronald Reagan and George Bush to the Presidency permitted lower federal officials to translate ideological opposition to affirmative action into practice. Second, some highly accomplished African-American intellectuals began to criticize the programs that had, ironically, often aided their education.

Of these writers, I find the most persuasive to be Stephen L. Carter, the Yale Law School professor and author of *Reflections of an Affirmative Action Baby* (BasicBooks, 1991). Speaking to a black audience, he defends the right to dissent from communal orthodoxies. Speaking to people like me, he claims that affirmative action has had its day. To its credit, affirmative action has nurtured a black middle class, Carter says, but its members pay the price of being stigmatized as people who made it only because of that remedy.

Given the persistence of the resistance to affirmative action, it might be tempting to toss up one's compliance plans and agree that affirmative action has gone astray, over the top, beyond the pale. Certainly, it has not brought a paradise of equity, and its administration has often been clumsy. Institutions have made some bad, cynical faculty hires and admitted some students without sufficient preparation and support. A very few faculty members and students have ripped off the system by manipulating it, for example by playing on racial guilt. I have occasionally groaned at the ways of bureaucracy as I have read and written affirmative-action reports.

Despite all this, affirmative action has not gone astray. If anything, it has been driven astray by sloppiness, indifference, and belligerence. I have heard faculty members and administrators say biased things about women and minorities and deliberately ignorant things about affirmative action, such as "It's forcing quotas down my throat"—their behavior revealing why affirmative action was necessary in the first place. I have listened to members of the same groups rationalize their inability to hire anyone other than a clone by blaming a "limited pool" of minority candidates or the "dual career" demands of women of all races.

The important reality is this: Affirmative action has worked. To be sure, it has lumbered and creaked. It has worked slowly, unevenly, and incompletely—particu-

larly when support for equity has been mean and opposition to it lavish. Arguably, it has worked least well for black males. Nevertheless, affirmative action has served us.

The process of doing affirmative action has demonstrated that the pool of qualified candidates was wider and deeper than the academy had previously admitted. The process also has released talent and industry. Think, for example, of the career of Dolores E. Cross. At 19, she was married, a clerk at the Newark Board of Education, pregnant with her second child. She entered college in 1955, received her Ph.D. in 1971, and is now the president of Chicago State University.

MOREOVER, as the heroic example of President Cross shows, the academy now has greater diversity among students, staffs, and faculties. In 1990, the United States awarded the greatest number of doctorates ever: 36,027. From 1960 to 1990, the proportion of women earning them increased from 11 per cent to 36 per cent, including more women from every racial group.

Yet, even if affirmative action has not gone astray, it is time to rethink it. This proposal is not a craven submission to the anti-affirmative actioners but the recognition of another reality: Affirmative action was the creation of a historical period, meant to heal its historical problems. Then, despite the passage of several civil-rights laws, virtually no members of minority groups and only a handful of white women were being

"A broad review is due, a rethinking that avoids both the easy comforts of hysteria about any change and the denunciation of affirmative action's mere existence."

allowed to advance in predominantly white institutions. This period is receding. The problems have mutated. One reason they have done so is that affirmative action did work to a degree, because it did help to nurse affirmative-action babies.

In 1975, the Carnegie Council on Policy Studies in Higher Education foresaw such an evolution. Its valuable study, "Making Affirmative Action Work in Higher Education," describes affirmative action as a "transition period between actual past deficiencies of major proportions and potential future achievements of true equality of opportunity." Because affirmative action is such a transitional program, the book concluded that it needs periodic reviews to see "what amount and kind of federal involvement is still necessary."

In the harsh early light of the 1990's, a broad review is due, a rethinking that avoids both the easy comforts of hysteria about any change and the denunciation of affirmative action's mere existence. Rethinking entails seven steps:

■ Reinvigorating the purpose of affirmative action, which was to remove prejudice and open the gates of higher education. Today, because class and the economy, perhaps as much as race, are closing these gates, the process should take a student's economic background into account, in addition to minority status.

■ Enlarging the meaning of affirmative action. Narrowly construed, it is a legally mandated employment practice. Broadly construed, it is the umbrella term for all the programs that reflect a community's commitment to equity. The broader the construction, the more successful the practices for advancing underrepresented groups seem to become.

■ Creating a national "equity ledger" setting out what equity means in student admissions, financial aid, and retention and what it means in employment. We should rigorously examine all the preferences that now exist in these areas. We would then ask who breathes deeply enough of the air of equity on that fabled site, the level playing field, to drop the oxygen mask of affirmative action—and, crucially, who does not.

■ Strengthening the links among various kinds of schools and colleges. Disadvantaged junior-high and high-school students feel more comfortable in college if they have some experience of college—even a visit—before they get into first-year English. Community-college students need good transfer programs to four-year institutions; many poor and/or minority students are in community colleges. For example, the number of Asian Americans enrolled in all higher education grew from 198,000 in 1976 to 497,000 in 1988. Most of these students attend public institutions, and almost one-half are in a two-year college.

■ Nurturing the historically black colleges and universities. Of the baccalaureate institutions in the United States whose minority graduates went on to earn Ph.D.'s between 1986 and 1990, 17 of the top 20 were historically black colleges and universities. The other three were urban institutions: Wayne State University, City College of the City University of New York, and New York University. At Howard and Hampton, Spelman and Fisk are many of the next generation of black scholars, researchers, and teachers.

■ Remembering the obvious, that the purpose of higher education is education. Thus, rethinking affirmative action means accepting the new scholarship about women and gender, race and ethnicity, domination and freedom, class, and sexuality. The syllabi of an equitable community will reflect these intellectual movements, not because faculties are filled with Dr. Feelgoods of thought, but because they are thoughtful.

■ Expanding, with more passion than many of us in higher education have shown, affirmative action for children. Any rethinking for higher education is chaff unless we feed, shelter, love, and educate all children. In my neighborhood is Scotty, a retired man and shrewd observer, who gets his coffee and hangs out at the delicatessen next to my Victorian house. For two years, Scotty has babysat for a husky, bright little kid, Luther, the child of a single, working mother. Recently, when I had not seen Luther with Scotty for several days, I asked where Luther was. "Oh," said Scotty, with relief, pride, and happiness, "he got into the Head Start program. He's in that Head Start. He's on his way." Here, in my neighborhood, is a dollop of affirmative action for children. How many neighborhoods have programs for a Luther?

IN ADRIENNE RICH'S NEWEST BOOK, she has a title poem, "An Atlas of the Difficult World." There she writes of the waste of "those who could bind, join, reweave, cohere, replenish . . . those needed to teach, advise, persuade, weigh arguments/those urgently needed for the work of perception/work of the poet, the astronomer, the historian, the architect of new streets."

Affirmative action is a meritorious plan against obscene waste. We need to rethink it so that it can better bind and reweave the present. If we fail to do so, we will have pushed it further astray, to be devoured by its enemies or to atrophy on a diet of inertia.

Catharine R. Stimpson is university professor and dean of the graduate school at Rutgers University at New Brunswick. This article was adapted from the 1991 Woodrow Wilson National Fellowship Foundation annual lecture.

Quote, Unquote

News Summary: Page A3

"When you look at what will be happening at the elementary and secondary schools, you see that the students are definitely going to be there. An important question for the colleges is whether they will be able to secure the funds to accommodate these people."

Co-author of a report on projections of enrollments for next 10 years: A1

"Everybody feels there's a treasure of Soviet intellectual activity that needs help, needs to be saved before it goes down the drain." Executive officer of the American Academy of Arts and Sciences: A1

"Unfortunately, we come very quickly to the forefront of mathematical knowledge." A professor who studies ways to reduce traffic snarls: A11

"Students won't have to kiss the bride through a veil." A professor on the Jewish Theological Seminary's plan to offer courses in Yiddish: A20

"We can take pride in what has been accomplished, but it would be naïve to think that the real major steps are still ahead of us." A college president on NCAA's efforts to reshape college sports: A38

"Museums are supposed to be in the business of shaping, not reflecting, taste. A steady diet of commodified culture can only dull the public's critical capacities." An art-history professor: B3

"Getting astronomers to make choices among telescopes is a far cry from getting the scientific community to agree on the relative importance of molecular genetics, atmospheric chemistry, and materials science." Official of the American Association for the Advancement of Science: A52

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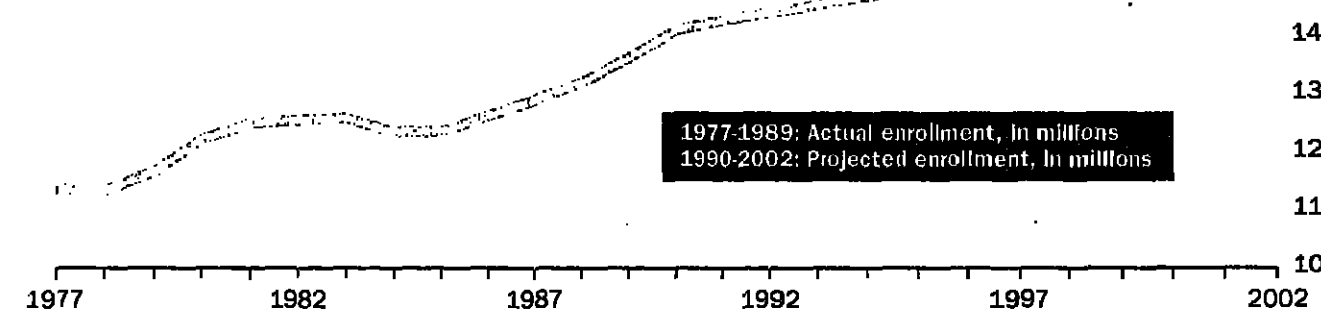
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Enrollment Projections Revised Upward in New Government Analysis

A 13% increase, to 16 million, expected by 2002



By JEAN EVANGELAUF

WASHINGTON

In findings that present a rosier outlook for college enrollments than previous studies did, the U.S. Department of Education estimates that the number of college students will climb from 14.1 million in 1991 to 16 million in 2002.

The projected 13-per-cent increase is largely the result of rising college-enrollment rates and the growth, beginning in 1996, of the 18- to 24-year-old population.

A table detailing enrollment and other projections appears on Page A36.

53 Million Schoolchildren

The department has also revised upward its estimate of enrollments in elementary and secondary schools. By 1998, the number of schoolchildren will surpass the peak of 51.3 million reached in 1971, and will climb to 53 million by 2002. Those projections are some 6 per cent higher than earlier ones because they take into account updated Census Bureau statistics indicating increased fertility and immigration rates.

The new projections should help colleges conduct long-range planning, said Debra E. Gerald, a co-author of the report and a statistician with the department.

"When you look at what will be happening at the elementary and secondary schools, you see that the students are definitely going to be there," she said. "An important question for the colleges is whether they will be able to secure the funds to accommodate these people."

Commenting on the projections, Elaine El-Khawaz, vice-president for policy analysis and research at the American Council on Education, agreed that college enrollment would continue to climb.

"In our society, beginning workers need some college-level training," she said. "Jobs for high-school graduates have dried up, and college training has become the new minimum."

For the first time, the department forecast college enrollment by racial and ethnic group. The figures, which the department termed "preliminary,"

go through 2000 only. They indicate that minority enrollment will grow faster than white enrollment, continuing the trend of the 1980's.

Overall, the proportion of enrollment made up of minority-group members is expected to rise to 22 per cent in 2000 from 20 per cent in 1991. That increase would be due in large part to growth in minority populations rather than to a rise in the college-attendance rates of those groups, Ms. Gerald said.

Shift in the Age Distribution

The number of female students will rise at twice the rate of male students, according to the department. From 1991 to 2002, female enrollment is projected to rise 18 per cent, to nearly 9 million, while the number of male students will increase 9 per cent, to 7 million. By 2002, women will account for 56 per cent of all college students, compared with 54 per cent in 1991.

A shift is expected in the age distribution of college students, with a growing proportion of them expected to be 35

Continued on Page A36

Plight of Russian Scholars in Weak Economy Prompts New U.S. Efforts to Support Them

By KIM A. McDONALD

Concern over the survival of Russian scholars in their country's deteriorating economy has prompted some American foundations and scholarly organizations to explore new ways to help.

Among the ideas being considered are competitive grants to Russian scholars or institutes, subcontracts to Russian researchers, and a system of "sister institutions" linking American universities with Russian institutes in cooperative research.

Most of the proposals have been crafted in recent weeks, in response to reports of deteriorating working conditions for Russian scholars and the threat of a massive emigration of Russian scientists and intellectuals.

While the ideas for the new programs have grown out of a concern for the academics' welfare, the assistance is intended

to be much more than a humanitarian gesture. In disciplines in which Russians are acknowledged leaders, such as mathematics and theoretical physics, many American scholars say they fear the inability of key individuals to conduct research or the demise of certain institutes would eliminate important resources used by the rest of the world.

"Everybody feels there's a treasure of

Continued on Page A41

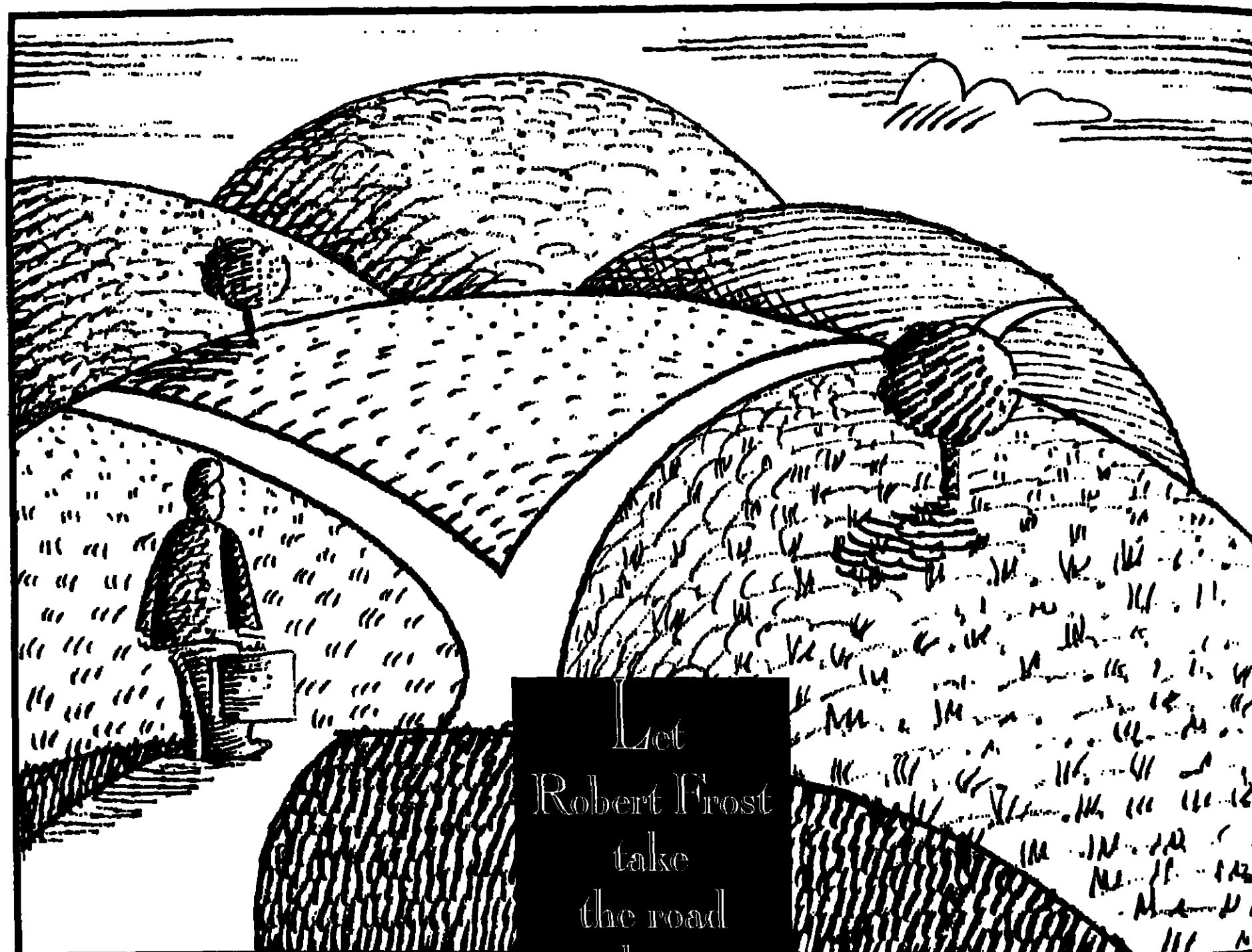
Olin Fund Gives Millions to Conservative Activities

The John M. Olin Foundation has been called the country's most effective private philanthropy, but it draws fire from critics who dislike its goals.

STORY ON PAGE A31



Jeremy J. Stone, head of the Federation of American Scientists: "Let's put this on a capitalist basis. Let the American scientists figure out who's who."



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the road
less
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This Week in The Chronicle

January 22, 1992

Research

USING MATH TO SOLVE ENVIRONMENTAL PROBLEMS
Mathematicians are seeking a role in building models of the natural world: A7

HELP FOR RUSSIAN SCHOLARS

American organizations are seeking new ways to support Russia's scholars amid rising international concern over their fate in a deteriorating economy: A1

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A Harvard U. professor maintains in a new book that cross-dressing is a central part of human culture: A7

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The Research Libraries Group, once widely seen as elitist, is reinventing itself and seeking new members to prepare for changes in information technology: A21

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Popular myths mislead many researchers who hope to take part in the process. Point of View: A52

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The organization is seeking a broad expansion of its membership as it makes changes to keep pace with the revolution in information technology: A21

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THE MAN WHO PUT TUFTS ON THE MAP

After a widely praised tenure of 15 years as the university's president, Jean Mayer is preparing to become its first chancellor and chief fund raiser: A17

OLIN FUND EMBROILED IN PC CONTROVERSY

The John M. Olin Foundation gives millions to back conservative activities on campuses, and its critics charge it with having a political agenda: A31

WHEN LAW SCHOOLS TRY TO REFORM

"Lawyers may not know much about education, but they know a lot about precedent." Opinion: B1



Jean Mayer, its president, says Tufts U. had to create new areas of study to attract new sources of income before it could put money into existing programs: A17

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In an optimistic analysis, the Education Department has estimated that the number of college students will grow to 16 million in 2002, a gain of 1.9 million: A1

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The number of students from minority groups rose 10 per cent from 1988 to 1990, reaching record levels, the U.S. Department of Education reported: A33

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Revisionist scholarship has revitalized the field in colleges and universities, yet its impact on exhibitions has remained slight. Opinion: B2

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The work of American artists such as Jasper Johns contains stunning visual metaphors of Einstein's vision of space, time, and light: B52

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MARGINALIA

It's no-comment week:

Memo at Monroe Community College:

The college community is invited to attend an informational meeting

AGENDA

PHASE I CONSTRUCTION
B. KENT DAMON CENTER
ENERGY RETROFIT PHASE II
RESURFACE PARKING LOTS
PERIMETER ROAD PAVING, . . .
WIDOW RETROFIT

From the catalogue of the University of Colorado at Denver:

"Legislators eventually designed a compromise. Denver received the state capitol. Boulder and Canon City, two other ambitious towns, also sought state institutions. Canon City, at least in legend, was given a choice between the state university and the state penitentiary. City fathers in the southern Colorado town reckoned that the prison would be better attended. Prisoners, they figured, would be better behaved than university students and, in those days, prisoners could be hired as cheap labor. Furthermore, college professors were a poor and strange lot, sometimes as dissipated as their students. So Canon City chose the prison and Boulder received the state university as a consolation prize."

From Evergreen State College:

"The College's Affirmative Action Policy and the policy of non-discrimination which assure equal employment opportunity and access to programs are based on the following state and federal laws, and executive orders:

... 14) Equal Pay Act of 1963 (requires equal sex for equal work)."

From the report of a "risk-management assessor" to the University of California at Irvine:

"It has been noted by University officials that the eucalyptus trees which proliferate the campus, have an inherent natural tendency to suddenly drop their branches. Their brittleness seems particularly susceptible to strong winds which can be prevalent at any time of the year."

From *Falcon Times*, the student paper at Miami-Dade Community College-North:

"Daughtrey said the three best things about Miami-Dade are that it is local, affordable and the quality of the education is next to none."

A job notice in this month's *American Society for Microbiology News* asks that applications be sent to the "Uninformed University of the Health Sciences."

—C.O.

In Brief

Report on stampede criticizes City College

NEW YORK—An investigation into a stampede before a basketball game at the City University of New York's City College has found that a wide array of people—including college and system officials—were to blame for the tragedy that left nine dead last month.

A 67-page report on the investigation, which was commissioned by New York Mayor David Dinkins, made several recommendations for improving security on the campus. College officials said they had already made many of those changes in the wake of the incident.

The report, "A Failure of Responsibility," concluded that the college provided inadequate security for the celebrity basketball game, which drew as many as 5,000 people to a gym that holds far fewer. The report also faulted city police and the head of the campus's evening student government.

Colby College embarks on artistic 'time share'

WATERVILLE, ME.—The Colby College Museum of Art will open an exhibition next month that will include world-famous pieces of European Impressionist art.

The exhibit is the result of an unusual agreement between the college and the Portland Museum of Art, and was arranged by John Payson, an art dealer who owns the collection.

In what Edward Hershey, the director of communications at Colby, termed "a kind of artistic time-share arrangement," the Portland Museum will house the 26-painting collection of works, including Renoir's "Confidences" (above), until June, and then exhibit it every other year. The Portland Museum will have the collection when it is not at Colby.

13th fire hits

Mankato State U.

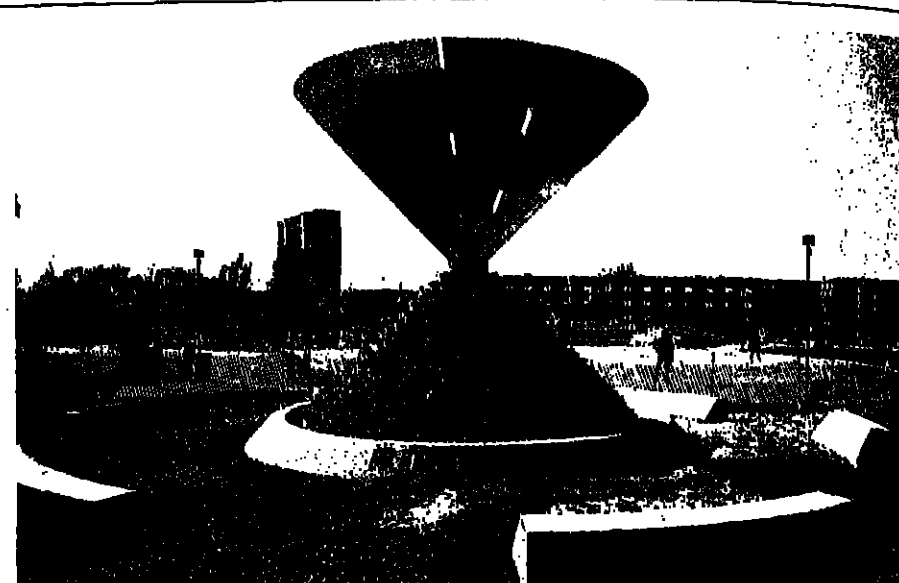
MANKATO, MINN.—The worst in a series of fires that have hit the Mankato State University campus since June caused more than \$120,000 in damage to the institution's art department this month.

No one was injured in the blaze, which like the others is believed to have been the work of arsonists.

The fire was the 13th to break out on the campus since last summer and caused significant damage to art studios and classrooms (right) and destroyed collections of artwork.

The other fires were relatively minor.

State and local police are investigating the cause of the fires, a university spokesman said.



A tribute to King at Northern Illinois U.

DE KALB, ILL.—A 17-foot-tall concrete sculpture called "The Balance of Equality" has been built on the campus of Northern Illinois University to honor the Rev. Martin Luther King, Jr. The abstract

sculpture has sparked controversy. Some critics have suggested that a representational statue of King would have been more suitable.

The work, created by the sculptor Dan Nardi, was the

winner of a \$75,000 competition sponsored by the university to honor King. Jurors who selected his work said an abstract sculpture would generate more discussion than would a statue of King.



including Renoir's "Confidences" (above), until June, and then exhibit it every other year. The Portland Museum will have the collection when it is not at Colby.

U. of Bridgeport unveils plan for possible merger

BRIDGEPORT, CONN.—Trustees of the financially strapped University of Bridgeport voted last week to work with nearby Sacred Heart University on a plan that could lead to the merger of the two institutions.

Walter Wager, a Bridgeport spokesman, said officials were calling the agreement a "comprehensive association." It is unclear whether the end result will be a merger into a single institution, he said, but he added: "It's certainly moving in that direction."

The plan would keep the Bridgeport campus open. Sacred

Heart University is located in Fairfield, Conn.

Bridgeport's law school, which would be included in the agreement with Sacred Heart, has been seeking to break away and affiliate with Quinnipiac College. About 200 law-school supporters disrupted the news conference where last week's plan was announced.

Armed man arrested at Notre Dame

SOUTH BEND, IND.—A man armed with a handgun and a knife was arrested last week outside the office of University of Notre Dame President Edward A. Malloy.

The man, Gerald V. Zito, said he was there to serve Father Malloy with court papers. Zito had sued Notre Dame claiming that the university had violated his religious rights by banning him from the campus. The university banned him from the grounds because, officials said, he had caused two previous disturbances.

Clarification

A story on a group of high college presidents planning "summit meeting" of all of the colleagues said that Edward B. Fort, the chancellor of North Carolina A&T University, was among those involved in the effort (The Chronicle, January 19). While organizers said Mr. Fort was involved, he said last week that he was not involved and would not become involved.

Yale considers trimming arts and sciences

NEW HAVEN, CONN.—Yale University is considering a plan to eliminate about 12 per cent of faculty posts in the arts and sciences over the next decade. All reductions would come through attrition.

Last February the university asked a committee of 12 arts and sciences professors to suggest ways to reduce costs. The committee presented its proposals last week.

Citing small enrollments and undeveloped programs, the committee recommended that some departments, like linguistics, be discontinued. It suggested that others, including those in engi-

neering, be merged or consolidated. And it recommended that the university reduce the number of faculty members in sociology.

Yale is running an \$8-million deficit, the first in 11 years. Over the past year, the university has attempted to reduce the deficit by, among other methods, cutting back on academic programs and laying off workers.

University officials are now seeking concessions in contract negotiations with unions representing Yale's 3,500 office workers. The contract was to expire last week. Yale wants to be able to transfer and lay off workers with greater ease, and to subcontract out more work.

Workers were planning a one-day work stoppage this week if no agreement had been reached. A strike vote would be taken later.

Ex-hostage returns to the classroom

ALBION, MICH.—Five years after he was abducted in Lebanon, Alann Steen (below) returned to the classroom last week, teaching journalism at Albion College.

"I'm perhaps a little bit out of academic shape," he said in an interview. "But when things calm down, I don't think it will be a problem at all." Mr. Steen taught

for four years at Beirut University College until he was taken hostage in 1987. He will teach three courses at Albion. His wife, Virginia, teaches art history at the college.

Mr. Steen said he was excited to be back to teaching, but would probably have to update his lecture notes for the 1990's.



College food bank serves needy students

SUFFERN, N.Y.—Students at Rockland Community College who have trouble making ends meet can get free food and toiletries at the college's Food Resource Center (below).

When the food bank opened in 1988, it served 60 students a month. Now, because of the recession, the center serves about that many each day, said Walter Greenberg, the center's director.

Although other colleges and universities operate food banks, most serve members of their communities, not students.

"You can't take advantage of school if you're worried about where you're going to get your next meal," said Mr. Greenberg.

The center gets food through donations from local grocery stores and social-service agencies.



PORTRAIT

A Non-Traditional University Looks at Tradition



Charles E. Glasser: "We're defining ourselves in the context of the traditional models as well as in the context of our own history. We're trying to extract the best of both."

By THOMAS J. DeLOUGHRY

ORINDA, CAL. John F. Kennedy University was a trail blazer in adult education when it opened in 1965. Today it is still playing that role as it grapples with campus issues that most traditional colleges face well before their 26th birthdays.

Founded in a mortuary in Martinez, Cal., the university has graduated to renting a former grammar school and a former middle school here and some commercial space in nearby Walnut Creek. It has complemented its pool of more than 800 adjunct faculty members with 16 full-time faculty members—presenting new questions about campus governance and tenure.

The university also has plans to place itself on firmer financial footing by stepping up its fund raising. Officials want the university to own a campus and to wean itself from its heavy reliance on tuition.

In short, this non-traditional institution is striving to become a bit more traditional.

"Here's a culture in the throes of dramatic change," says Charles E. Glasser, JFK's president since 1990. "We're defining ourselves in the context of the traditional models as well as in the context of our own history," he says. "We're trying to extract the best of both."

Night and Weekend Classes

JFK has been non-traditional since its start, when it took the name of the late President to honor his commitment to education. Today its student population numbers 1,800 and has an average age of 37. Seventy per cent of its students are female, and 70 per cent are enrolled in graduate programs that include human consciousness, law, management, museum studies, and psychology. The remainder are undergraduates. Nearly all classes are held at night or on weekends.

Michael Heyman, a former chancellor of the University of California at Berkeley and an adviser to JFK, says the university's service to older women seeking advanced degrees has filled a "real impor-

tant" niche in higher education in the San Francisco Bay Area.

"I don't think we at the University of California are up to that," he says. "We don't know how to sculpt a program that would be useful and attractive to more than 2 or 3 per cent of that population."

Mr. Heyman, who is now a professor of city planning and law at Berkeley, applauds the efforts JFK is making to expand the role of its faculty. "They're obviously trying to make themselves more solid in a traditional way," he says. He attributes the plans to an "inner compulsion" among administrators to improve the university's financial standing and curricula and to pressure from accreditors to involve faculty members in curriculum decisions.

Gail P. Solt, director of the university's sports-psychology program and president of its Faculty Senate, says the Western Association of Schools and Colleges did put pressure on the university to give more power to its faculty members. The university responded by hiring full-time faculty members in 1990 for the first time and by sharing power with the Faculty Senate.

"We have certainly come a long way," Ms. Solt says in describing the work the senate has done in establishing committees to handle faculty grievances, discuss faculty compensation, and judge proposals for new courses. "We see ourselves as being responsible for the establishment and ongoing review of the academic character and integrity of the university," she says.

Debate Over Tenure

While full-time faculty members are now being hired under one-year contracts, Ms. Solt and President Glasser both anticipate longer contracts in the future and a debate about whether tenure should be offered. Such a debate would come at a time when many people inside and outside higher education are questioning whether tenure leads to complacency and diminished productivity. "We're struggling with the is-

sue," says President Glasser. "We want to make sure we honor, recognize, and continue the full-time faculty commitment to the university, but, at the same time, honor the adjunct faculty."

The effort to hire and retain full-time faculty members will be expensive, Mr. Glasser says, explaining that he would like to see the university win more grants from private foundations. A key to winning grants, he says, will be to make the university better known outside those fields in which it has been recognized for having unique programs.

'Greater Self-Knowledge'

The Graduate School for the Study of Human Consciousness may be the best known, attracting students from across the country. A brochure for the school says its students are "interested in developing greater self-knowledge and exploring their own potential for growth and personal development."

The school's focus has attracted some critics, as well. "Touchy feely, flaky Californian, blah, blah," President Glasser says, mimicking those who, he says, have unjustly poked fun at the school. He points out that a majority of the school's students are in the transpersonal psychology program, which gives them experience in an Oakland counseling center and enables them to earn a master's degree that fulfills a requirement for a California Marriage, Family, and Child Counselor license.

Such criticisms are old hat for Robert M. Fisher, the executive director of the San Francisco Foundation, who served as JFK's president from 1974 to 1985. He says any university that teaches non-traditional courses in a non-traditional setting has to expect a few gibes from traditional colleges.

"I think alternative institutions have a very tough row to hoe through the eyes of traditional academia," he says. "I was used to riding in the back of the bus all those years."



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Footnotes

The revelation a little more than a year ago that the Rev. Martin Luther King, Jr., had plagiarized portions of his doctoral dissertation while at Boston University in the 1950's significantly tarnished the image of the slain civil-rights leader.

The release next month of the first volume of *The Papers of Martin Luther King, Jr.*—edited by Clayborne Carson, Ralph E. Luker, and Penny A. Russell, and published by the University of California Press—could help call attention back to other facets of King.

It was the editors of the King papers who first made public the fact of the plagiarism. Unfortunately, said Mr. Carson, a professor of history at Stanford University and the director of the King papers project, that explosive news drew attention away from other things of more lasting importance that King's papers reveal.

The first volume, which takes King to age 22, could be an important contribution to the understanding of African-American religion and its significance in King's life. Mr. Carson said. He noted, in particular, the involvement of King's father and grandfather in the national Baptist movement.

When King came on the scene, he said, "you probably couldn't find a black Baptist preacher who wouldn't have known who he was, because they knew his family."

"That goes a long way toward explaining why he suddenly appeared as a leader."

None of the documents in the first volume—which includes childhood letters and early school papers—have been published before, and most have not previously been available to scholars, Mr. Carson said. The second volume, detailing King's theological work at Boston University, should be out in a year; there will be 14 volumes in all.

Five of the world's most prolific scientists in the 1980's published an average of more than one research article a week from 1981 to 1990, according to statistics compiled from the *Science Citation Index*.

The two most prolific were Yuri T. Struchkov, a chemist in the Soviet Union who averaged one paper every 3.9 days, and Stephen R. Bloom, a gastroenterologist in Britain, who averaged one every 4.7 days.

The other three, in order of productivity, were Mikhail G. Voronkov, chemist, Soviet Union; Aleksandr M. Prokhorov, physicist, Soviet Union; and Ferdinand Bohmann, chemist, Germany.

The ranking was determined by a computer search of papers in 3,200 peer-reviewed journals listed in the *Index*. A report of the study was published in the current (November/December) issue of *Science Watch*, a newsletter published by the Institute for Scientific Information, which also publishes the *Index*.

Scholarship

Mathematicians Develop New Tools to Tackle Environmental Problems

Many of them want to play a larger role in such research

By DAVID L. WHEELER

BALTIMORE

Idling cars spewing fumes, northern spotted owls seeking nesting sites in diminishing plots of old-growth forest, and molecules of sulfur dioxide settling through the branches of the human lung: Such events would not strike most scientists as inherently mathematical. But mathematicians using graphs, equations, and their own brand of abstract thinking have been involved in each of those problems and are seeking a larger role in other environmental research.

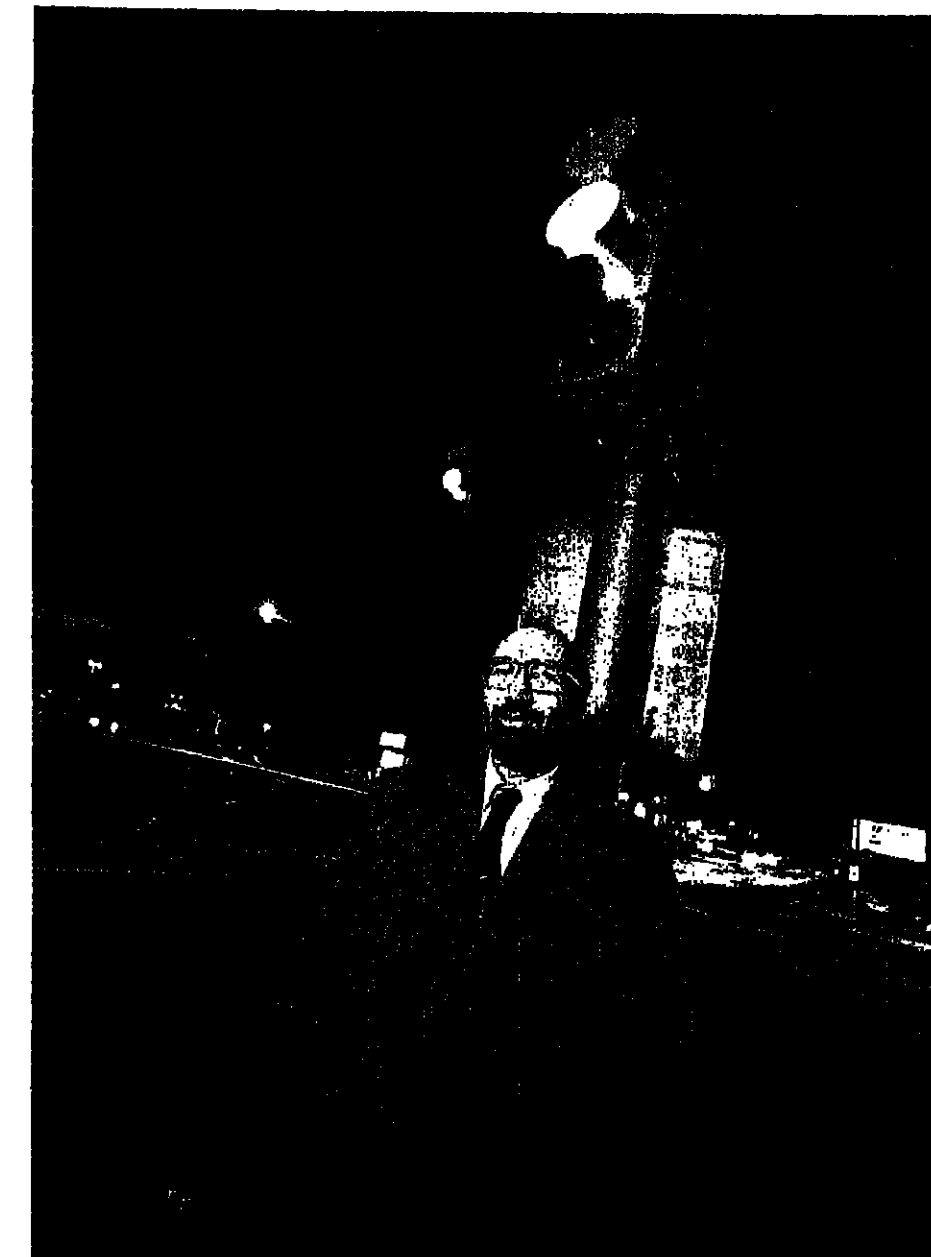
"Environmental mathematics is an attempt to get mathematicians to connect again with the natural world," says Ben A. Fusaro, a professor at Salisbury State University and the chairman of the Mathematical Association of America's new committee on mathematics and the environment. Mr. Fusaro was an organizer of a series of talks, workshops, and discussions of environmental issues at the association's joint meeting with the American Mathematical Society here this month.

Models of the Natural World

Mr. Fusaro says mathematicians can help environmental researchers by building models of the natural world and by seeking out both the variables and the things that do not change, or "invariants," in a living system.

Most important, he says, mathematicians can help environmental researchers by finding the internal structures that link many different phenomena. One differential equation, for example, describes both the bouncing movements of a weight that is suspended from a mattress spring and the

Continued on Page A10



Fred S. Roberts of Rutgers U.: He uses mathematical tools called interval graphs to time traffic lights, to prevent the unnecessary idling of automobile engines.

Scholar Finds Cross-Dressing Is a Central Part of Human Culture

By SCOTT HELLER

Billy Tipton was a journeyman jazz musician who played the saxophone on the West Coast in the 1950's.

Married, with three adopted sons, he was found after his 1989 death to have actually been a woman. The funeral director who examined the body broke the news to his family. The story was splashed across newspapers throughout the country.

The Tipton case came as little surprise to Marjorie Garber, professor of English at Harvard University, who argues in a book published this month that cross-dressing is central to our culture, not the weird phenomenon that many may believe.

"Historians record dozens, probably hundreds, of such stories of lifelong cross-dressers whose 'true' gender identities were disclosed only after death," she writes in *Vested Interests: Cross-Dressing and Cultural Anxiety*, published by Routledge.

In the 18th century, London gambling

Continued on Following Page



Harvard English professor Marjorie Garber: "I'm trained to read, and I wanted to read how people read themselves."

Scholar Finds Cross-Dressing to Be a Central Part of Human Culture

Continued From Preceding Page
parlors took to the real gender of Chevalier d'Eon de Beaumont, an extravagant and mysterious French diplomat who dressed as a woman. English courts and the French king ruled that he was female. But an autopsy proved that he actually had male sex organs.

A Chinese Opera Singer

Two centuries later, another French diplomat was tried for espionage after passing secrets to his lover, a Chinese opera singer who for 20 years he mistakenly believed was a woman. The case became the basis of David Henry Hwang's award-winning play *M. Butterfly*.

Trained as a Shakespearean scholar, Ms. Garber was no stranger to the significance of cross-dressing on stage. After all, boy actors took women's roles during the Renaissance, a matter of increasing interest to current scholars of drama. And Shakespeare's remarkably frequent use of sexual masquerade in such plays as *Twelfth Night* and *Two Gentlemen of Verona* hasn't gone unnoticed.

Contemporary popular culture, too, has been chock-full of gender-bending entertainers. Katharine Hepburn wears the pants in *Sylvia Scarlett*, while Dustin Hoffman teeters on heels in a red-sequined

gown as *Tootsie*. Mary Martin is the boy who refuses to grow up in *Peter Pan*. Heavy-metal rock stars wear makeup and lace. Madonna steps on stage in a double-breasted suit and a monocle. It's her male dancers who wear the oversized cone-shaped brassieres.

Ms. Garber attended Madonna's "Blond Ambition" tour, part of the research for a book that skips across historical periods and genres with wit and abandon. She also visited drug shows in New Orleans, studied medical texts on sex-change operations, and read makeup and hair-style manuals for transvestites ("Bouffant styles belong in the sixties," one guide warns).

Inextricable Links

As a literary critic with an interest in popular culture, Ms. Garber wants to "read" clothing and style, much as she would read a book or a play. "I'm not an anthropologist, I'm not a scholar of comparative religions," she says. "I'm trained to read, and I wanted to read how people read themselves."

Her crucial conclusion: Culture is inextricably linked to the figure of the transvestite. And the transvestite shows a great deal about gender roles and sexual identity.

Transvestites and transsexuals challenge established notions



Billy Tipton, a jazz musician shown at center in this mid-1950's photograph, was found after his death to have been a woman.

about gender itself, argues Ms. Garber, drawing on feminist theory, psychoanalysis, and the emerging field of gay and lesbian

studies. Ms. Garber is director of Harvard's Center for Literary and Cultural Studies.

"One of the most important as-

pects of cross-dressing is the way in which it offers a challenge to easy notions of binarity, putting into question the categories of 'female' and 'male,' whether they are considered essential or constructed, biological or cultural," she writes.

Is he a he, or a she? "Transvestism destabilizes and disconcerts," Ms. Garber says, making room for other possible identities.

Ms. Garber takes her argument further. The cross-dressed figure disrupts the idea of categorization itself, she argues, and thus appears on the "borderline" of other disputed categories, such as race and nationality.

She cites Richard Wright's short story "Man of All Work," published in his book *Eight Men*. In the story, an out-of-work cook named Carl disguises himself in his wife's clothing to get a job as a maid to a white family.

"I've got on a dress and I look like a million black woman cooks," Carl tells his wife at one point. "Who looks that close at us colored people anyhow? We all look alike to white people."

Inexpressible Sentiments

Cross-dressing often packs a political punch, allowing inexpressible sentiments to be voiced in disguise, Ms. Garber says. She points out that drag queens were at the forefront of the Stonewall riots that

Scholarship

Scholarship

are considered to be the foundation of the modern gay-rights movement. Dressing can become a way to redress inequality—"the translation of a mode of oppression and stigmatization into a supply medium for social commentary and aesthetic power," she writes.

The press release for her book makes it clear: Ms. Garber is not a transvestite. But she says she has long been interested in how clothing and identity are related, and has always enjoyed clothing that blurs gender boundaries.

She remembers coveting a baseball jacket as a high-school student in New York. "I didn't want to borrow one from a boyfriend," she recalls. "I wanted one of my own." Later, as a Yale University graduate student, her typical dress—jeans, a shirt, and a thick belt—confounded a little girl on the street, who asked whether she was a girl or a boy. "Girls don't wear belts," the child told her.

Blurred Gender Identities

That clothing has different meanings across cultures and history is a subject close to *Vested Interests*, which considers Muslim garb, clerical vestments, and pirate costumes, among other things. The book is part of a flurry of academic interest in blurred gender identities. Scholars such as Stephen Orgel of Stanford University, Laurence Senelick of Tufts University, and Anne Herrmann and Martha Vicinus of the University of Michigan are at work on books about

"That Tipton could have preferred the life he lived, could have chosen it, with all of its logistical complications, seems, to many, unimaginable."

cross-dressing in theater, literature, and history.

Notices for Ms. Garber's book have ranged from enthusiastic (*The Women's Review of Books*) to respectful (*New York Times Book Review*) to hostile (*Boston Globe*). Writing in the *Globe*, Camille Paglia, author of *Sexual Personae* (Yale University Press, 1990), a study of art, religion, and sexuality, called *Vested Interests* "a scrapbook of newspaper clippings, gay gossip, pedestrian plot summaries, undigested quotes from other books, and fulsome praise of prominent academics." Ms. Vicinus, in *The Women's Review of Books*, described the book as "an extraordinarily rich study which will redefine current debate about the construction of sex and gender."

While Ms. Garber praises much of the contemporary scholarship about gender, she is wary of how often scholars and cultural critics look "through" rather than "at" the transvestite. In doing so, they turn the cross-dressed figure into a metaphor for something else. Or they concentrate on the blurred figure as a comment on one or the other genders. Women who masquerade as men are usually studied as examples of feminine strength,



Many entertainers portrayed cross-dressers in popular culture. In the movie "Sylvia Scarlett," Katharine Hepburn dressed as a man.

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BOOKS

French Impressionism; a Study of the Pornography Industry; Evolution of Culture and Cognition

Impressionism: A Feminist Reading

By Norma Broude
(Rizzoli International Publications, 192 pages, \$40)

For most of the 20th century, French Impressionism has been understood, says Ms. Broude, as an "emotionally impassive art of optical realism"—an objective recording of light and color exactly as seen by the artist. Despite some challenges to that view in recent years, Impressionist painting has continued to be regarded primarily as naturalistic and scientific.

In this book, Ms. Broude, professor of art history at American University, argues that French Impressionist landscape painting in particular relies heavily on the influence of the more emotionally subjective Romantic art that preceded it. She points especially to the work of Claude Monet, who died in 1926. "To find a meaningful parallel for Monet's continuing attentiveness to coloristic and tonal effects of atmosphere and for his creation of effects of light that range from the bold and spectacular to the ethereal and evanescent in his paintings from the 1890's on," she writes, "one must turn . . . to the earlier Romantic landscape traditions of the 1830's from which Monet developed, and in particular to the work of such artists as Turner, Rousseau, and Millet."

At the heart of Ms. Broude's



Claude Monet's Impressionist landscapes are said to owe much to earlier Romantic art. Above, his "Grain Stacks, Setting Sun" (1891).

argument is her contention that 20th-century historians' conceptions of 19th-century art have been pervaded by a "binary thinking" that is rooted in the "social construction of gender opposition and, specifically, . . . our culture's habitually gendered understanding of the relationship between art, science, and nature." Because Impressionist painting was seen as scientific and objective, qualities that are understood as masculine, critics have failed to see, Ms. Broude says, its connection to the more subjective—and therefore feminine—Romantic art.

The book's larger purpose, Ms. Broude says, is to expose "the workings of Western phallogen-

ism in the production and dissemination of cultural meaning." —ELLEN K. COUGHLIN

Form: Myths for the Twentieth Century
By Robert J. Stoller
(Yale University Press, 228 pages, \$30)

■ Bill: "My whole reason for being in the industry is to satisfy the desire of the men in the world who basically don't much care for women and want to see the men in my industry getting even with the women they couldn't have when they were growing up. I strongly believe this, and

Origins of the Modern Mind: Three Stages in the Evolution of Culture and Cognition
By Merlin Donald
(Harvard University Press, 413 pages, \$27.95)

What makes humans human? Some say it's language; others, the ability to make tools. But Mr. Donald, a professor of psychology at Queen's University in Kingston, Ontario, says that what vastly separates humans from even their closest cousins, chimpanzees, is the complex

ways humans represent reality. In an introduction, Mr. Donald notes that in most areas of science, from astronomy to zoology, "theories of origin are in the mainstream." But, he says, cognitive scientists have neglected to craft a convincing explanation of the origins of the human mind.

Mr. Donald attempts to remedy that through a wide-ranging examination of existing evidence from anthropology, archaeology, linguistics, neuroscience, physiology, and primatology. Mr. Donald interprets that evidence through the lens of cognition, "the mediator between brain and culture," which he contends was the engine of change. In contrast, other scholars argue that the human mind's evolution rested simply on an increase in the brain's volume.

Mr. Donald says the mind's evolution involved three major adaptations, each of which led to a new system of representing reality. The "mental architecture" of the contemporary human brain is a mosaic of the vestiges of each of those systems, he argues.

He describes how each major hypothesized transition in systems of representation—the epistemic to the mimetic, the mimetic to the mythic, and the mythic to the theoretic—changed the organization of the brain and the culture. He concludes that the human brain is still evolving because of technological changes like computer networks that are external to the brain itself.

—CHRIS RAYMOND

Mathematicians Take Larger Role in Solving Environmental Problems

Continued From Page A7
oscillations of an electrical current in a radio.

Robert McKelvey, a professor of mathematical sciences at the University of Montana who created a mathematical model for the northern spotted owl population in the Pacific Northwest, says that mathematics is needed to help set specific environmental policies because old methods of arriving at such decisions have failed. Arriving at a policy decision by placing a dollar value on both the costs and the benefits of an action, for instance, can't work if a dollar value can't be assigned to one or even both sides of cost-benefit calculations, Mr. McKelvey says.

Assessing the Costs

The timber industry is eager to point out the costs in jobs and dollars imposed by a logging ban in the mature forests where the northern spotted owl lives. But environmentalists claim no price can be set on the loss of the reclusive owl, which is protected by federal endangered-species legislation, or of the forests where it lives, which took hundreds of years to form.

Both sides, says Mr. McKelvey,



Satish Anjilvel: "The equations we are applying have been known for a hundred years, but the techniques of solving those equations are changing all the time."

are trying to preserve something that cannot be assessed in dollars: One wants to preserve a way of life tied to logging and the other a forest undisturbed by humans.

Mathematicians, working with

economists, psychologists, and others, have developed a formal theory of making decisions with multiple conflicting objectives, known as multiple-criterion decision theory. That method, and others

developed by mathematicians, could provide clear outlines of environmental problems, Mr. McKelvey says. "In the end you can't find a magic formula that tells you what to do," he says, "but the

trade-offs can be made more explicit."

Mathematicians are accustomed to trying to comprehend uncertainty, Mr. McKelvey says, and many policy makers are afraid of it. He points to the controversy over global warming: Policy makers, he says, "are so frozen by their conservative natures that if they don't know what is going to happen, they don't do anything."

Good and Bad Years

In his own work, Mr. McKelvey has estimated how the portion of old-growth forests that is safe from logging in the Northwest will affect the chances of losing all the northern spotted owls. The owl prefer to nest under the canopy created by the tall trees in the old-growth forest, apparently because they have a better chance of escaping attack from predators there.

With a computer model of the owl population, Mr. McKelvey simulated a series of good and bad years for owls. In good years, owls have plenty of food—chiefly small rodents—and search for new nesting sites and breed. In bad years the population stays stable or declines. The model randomly creates good and bad years and simulates 250-year periods.

Mr. McKelvey's model used

abilities is the likely fate of the universe, Jeffrey Linky, an astronomer at the Joint Institute for Laboratory Astrophysics at Boulder, and colleagues sought to examine the ratio of deuterium, a form of heavy hydrogen, to ordinary hydrogen in space.

Astronomers believe that all of the deuterium that exists today was produced in the "big bang" explosion that formed the universe. So by measuring the ratio of deuterium to hydrogen, scientists can estimate the amount of ordinary matter in the universe. That, in turn, can tell them whether the total mass of the cosmos is enough to allow gravity to slow the current expansion and force the universe to collapse on itself.

Previous estimates of the ratio varied widely and were relatively imprecise. In their study, Mr. Linky and his colleagues were able to improve on those estimates by determining the ratio within an accuracy of about 10 percent.

The scientists accomplished that by directing the Hubble Space Telescope toward Capella, the brightest star in the constellation Auriga. Using the star as a light source to illuminate the gaseous clouds between it and Earth, they then measured the absorption of both hydrogen and deuterium in the starlight, giving them an indication of the relative abundance of the two isotopes in the universe.

According to the team's analysis, the ratio of deuterium to hydrogen in space is 15 parts deuterium to one million parts hydrogen, a figure that suggests that the universe has only about one-tenth of the mass needed to eventually halt its current expansion.

—KIM A. McDONALD

RESEARCH NOTES

- Study finds global warming could lead to growth of ice sheets
- Scientists say dyslexia may not be distinct neurological disorder
- Elective cosmetic surgery is said to be a form of submission
- Astronomers obtain evidence that universe will expand forever

Global warming could cause a paradoxical effect in the Northern Hemisphere—the growth of ice sheets, researchers warn.

Gifford H. Miller, an associate professor of geology at the University of Colorado at Boulder, with a colleague from the University of Quebec at Montreal examined the climate record for the Northern Hemisphere in the past 130,000 years to determine how ice sheets originating in the Arctic had responded to global temperature changes.

The scientists looked at climatic records collected by other researchers, such as the deposits of glaciers and fossilized pollen from oak trees in Europe. The two reports in the January 16 issue of *Nature* that conditions in the Northern Hemisphere just before the start of the last Ice Age were very similar to ones found at present.

The scientists also found that global warming attributed to an enhanced "greenhouse effect" could trigger glacier growth. In particular, the scientists found that warmer ocean water at high latitudes, cooler summer temperatures over continents in the Northern Hemisphere, and warmer winter temperatures led to heavy snows in the Arctic. The snow, in turn, stimulates glacier growth.

Although models of world climate differ greatly in their predictions of what will happen as carbon dioxide from the burning of fossil fuels increases in the atmosphere, the models agree that the greatest warming will occur in the polar regions, the authors say.

The climate models, combined with the geological records, show that the idea of global warming causing ice-sheet growth "cannot

be lightly dismissed," the scientists say. —DAVID L. WHEELER

Children with dyslexia may not have a distinct neurological disorder as is commonly thought, researchers say.

Many studies of dyslexia have focused only on children who are referred to clinics because they have difficulty with reading. Scientists have criticized those studies for distorting the understanding of dyslexia.

To avoid that problem, researchers at Yale University and other institutions studied a group of 414 children who were selected at random from kindergarten classes throughout Connecticut in 1983.

In the January 16 issue of the *New England Journal of Medicine*, Sally B. Shaywitz, a professor of pediatrics at Yale, and her colleagues report that they found a normal statistical distribution of reading abilities among the children, who were studied throughout elementary school. The researchers say that because no separate "hump" appeared in the distribution curve, dyslexia is not a distinct disorder—just the bottom end on a continuum of reading ability.

"Our findings indicate that dyslexia is not an all-or-none phenomenon but, like hypertension and obesity, occurs in varying degrees of severity," the researchers

write. The scientists also found that more than two-thirds of the children who were classified as dyslexic in the first grade were not considered dyslexic in the third grade.

Other researchers should be cautious, the article's authors say, before they make claims that particular teaching methods have cured dyslexia, since many children improve without any intervention. —D.L.W.

Elective cosmetic surgery is a form of colonization of women's bodies, says a professor of philosophy and women's studies at the University of Toronto.

In the United States today, the incidence of such surgical procedures as liposuction, breast augmentation, and various kinds of body "tucks" is on the rise, and between 60 and 70 per cent of such surgery is performed on women. Kathryn Pauly Morgan says in the current (fall) issue of *Hypatia: A Journal of Feminist Philosophy*.

From a certain perspective, Ms. Morgan says, a woman's decision to have elective cosmetic surgery can be seen as a voluntary assertion of independence, individuality, or transcendence over inherited limitations. But Ms. Morgan argues that there are several paradoxes inherent in such a choice.

While, on one hand, cosmetic

surgery could be used to create and celebrate eccentricity or uniqueness, she argues, it is most often a move toward conformity. She notes surgeons' reports that many women specifically request noses or breasts like those of beautiful celebrities. Occasionally, Asian women seek to have their eyes rounded.

In essence, Ms. Morgan maintains, women who choose plastic surgery are attempting to conform to a culturally determined standard of attractiveness.

Ms. Morgan argues that elective cosmetic surgery actually signals dependence on the assessment of others, who are, more often than not, bound up in the values of the dominant culture. Thus, what is often understood in terms of liberation is really a kind of submission or colonization, she says. —ELLEN K. COUGHLIN

Using the Hubble Space Telescope, a team of astronomers has obtained evidence that suggests that the universe will continue expanding forever.

The results, presented at last week's meeting of the American Astronomical Society in Atlanta, shed new light on one of the most puzzling questions in cosmology: whether the universe will eventually stop expanding and begin to contract, or expand indefinitely. To determine which of the pos-

Scholarship

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formation gathered by biologists, such as the amount of territory a pair of nesting owls requires. After thousands of computer runs simulating various combinations of good and bad years, the model showed that a critical threshold exists for the survival of the owl: When less than 20 per cent of the old-growth forest is saved the chances of the owl's survival drops sharply.

Although many may argue about the model's assumptions or the precise location of the threshold, the knowledge of the threshold's existence is a valuable contribution, Mr. McKelvey says. Likewise, he says, the mathematical models can help biologists determine what data are needed to improve such predictions.

Pollutants in the Lungs

Sometimes mathematics is used to model aspects of the biological world that scientists would have difficulty studying in any other way.

At the Center for Mathematics and Computation in the Life Sciences and Medicine at Duke University, mathematicians are trying to determine what happens to pollutants that enter the human lung. The configuration of the lungs in other species is so different from humans' that laboratory animals cannot be used to study the health effects of pollution in humans, says Michael C. Reed, a professor of mathematics and director of the Duke center.

Because experimental surgery on humans is out of the question,

"Environmental

mathematics is an attempt to get mathematicians to connect again with the natural world."

Mr. Reed says mathematical models are one of the few tools available to help scientists understand what doses of pollution different parts of the lung will receive when breathing different concentrations of pollutants.

To solve the problem, mathematicians must first understand lung physiology. The sacs at the end of the lung, Mr. Reed says, have an enormous surface area: 80 to 100 square meters, the largest area in the body that is exposed to the outside air. "This is an enormous surface just sitting there and waiting to be injured," Mr. Reed says.

The branches of the lung—tubular bronchioles—are protected by mucus that, in conjunction with the cells lining the lungs, sweeps many pollutants up and out of the lung. The mucus coat thins near the junctions of the lung's branches and is missing completely at the junctions themselves.

Duke researchers have created two-dimensional models that can simulate portions of the human lung, the thickness of the mucus lining, and the motion of the air and the pollutants that it carries into the lung during breathing. The models have helped the scientists discover that the edges of the sacs, near the

bronchioles, are likely to receive high concentrations of asbestos fibers when a person is breathing air containing them.

"The equations we are applying have been known for a hundred years, but the techniques of solving those equations are changing all the time," says Satish Anjilvel, a mathematician and an assistant professor of medicine who is working on the lung models.

Understanding the deposition of pollutants in the lungs will keep many applied mathematicians busy for at least a decade, says Mr. Reed.

In the lower regions of the lungs, Mr. Anjilvel says, the flow of air is considered to be "laminar" and can be described exactly by standard equations. But in the upper

regions of the lungs and in the nose, the flow is turbulent and cannot be simulated exactly by existing equations, he says.

Ending Traffic Jams

At Rutgers University, Fred S. Roberts, a professor of mathematics, conducts research designed to reduce the pollution from automobiles by eliminating traffic snarls. Mr. Roberts uses mathematical tools known as interval graphs to time traffic lights to prevent unnecessary idling of automobile engines.

The interval graphs, originally developed in 1959 to deduce the shape of genes, represent overlapping lines in a figure as points on a graph. Each point stands for an overlap: If two parallel segments

don't overlap, there is no point on the graph for them.

In applying the graphs to traffic problems, mathematicians represent traffic flow that can occur simultaneously as points on the interval graphs. Traffic motion that cannot occur simultaneously, such as cars turning left and cars coming from the opposite direction, would not appear as points on the graph.

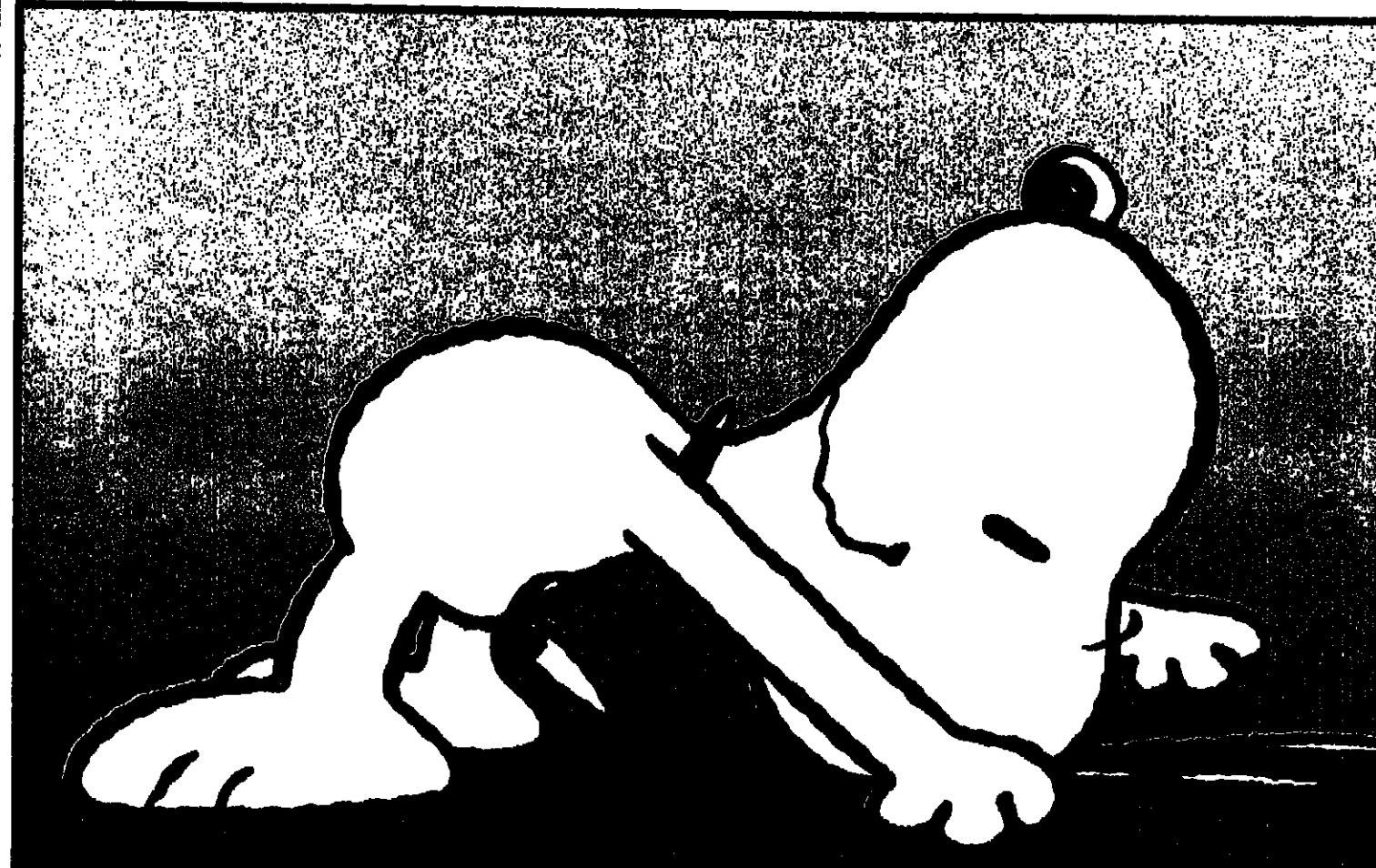
Mathematicians can search for the largest possible "clique," or cluster of points on an interval graph, to find how to move traffic efficiently.

The mathematical problem then expands to determine how to order the phases of green lights and how long each phase should be. As adjacent lights and surrounding streets are added, the problem becomes an

increasingly challenging one for mathematicians.

Another problem on which Mr. Roberts has worked is the design of one-way street patterns. Many cities have adopted one-way streets to move traffic more quickly. But the patterns, which also use graph theory, must be designed without making it too difficult to drive from one place to the other. Transportation officials might, for instance, ask mathematicians to arrange the pattern of one-way streets to make the longest trip that anyone has to take as short as possible.

Mathematicians do not have a way of computing the solution to that problem for all patterns. "Unfortunately, we come very quickly to the forefront of mathematical knowledge," says Mr. Roberts. ■



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Presidential Young Investigator Awards Announced

WASHINGTON
The National Science Foundation has named 220 academic scientists and engineers to receive Presidential Young Investigator Awards.

The awards, which finance research by faculty members near the beginning of their careers, are intended to help colleges and universities attract and retain outstanding young Ph.D.'s who might otherwise pursue non-teaching careers.

Each recipient will receive up to \$100,000 a year for five years in a combination of federal and matching private funds.

Following are the names of the investigators, their institutions, and their fields of study.

James B. Adams, U. of Illinois at Urbana-Champaign: computer simulation of materials.
Anant Agarwal, Massachusetts Institute of Technology: electrical engineering and computer science.
James P. Alexander, Cornell U.: high-energy physics.
Robert Anderson, U. of California at Santa Cruz: surficial geology.
A. H. Annamalai, Boston U.: mechanical engineering.
Rajiva Bagrodia, U. of California at Los Angeles: computer science—distributed systems.
Laura S. Bagwell, Northwestern U.: oceanography.
Ian T. Baldwin, State U. of New York at Buffalo: ecology.
K. J. Baliga, Jr., U. of Texas at Dallas: zeolite molecular sieve chemistry.
William P. Ball, Duke U.: environmental engineering.
John A. Bernard, U. of Alabama: metallurgy and materials engineering.
Brian W. Barnard, Carnegie Mellon U.: software engineering.
Bernard G. Bauer, U. of Southern California: process geomorphology.
Houng G. Biewend, Massachusetts Institute of Technology: physical chemistry.
Dor Ben-Amotz, Purdue U.: liquid properties at high pressure.
Craig M. Benson, U. of Wisconsin at Madison: geotechnical engineering.
Gregory Bertozzi, Stanford U.: seismology.
D. J. Bertalan, Massachusetts Institute of Technology: intelligent systems.
Craig Bina, Northwestern U.: geophysics.
Anthony Bloch, Ohio State U.: dynamical systems and theory control.
Jeremy Bloxham, Harvard U.: magnetospheric field theory.
Mary G. Boyce, Massachusetts Institute of Technology: mechanics of materials and manufacturing.
Jonathan D. Bray, Purdue U.: geotechnical engineering.

Joan F. Brumbeck, U. of Notre Dame: chemical engineering.
Yoram Bresler, U. of Illinois at Urbana-Champaign: image processing.
Mark R. Brodi, Knox College: plant cell biology.
Andrew R. Buchman, Pennsylvania State U.: molecular genetics.
William E. Buhro, Washington U. (Mo.): chemistry.
Patricia R. Burchat, U. of California at Santa Cruz: natural sciences.
Joel W. Burdick, California Institute of Technology: robotics and mechanical systems.
Judy Callis, U. of California at Davis: plant molecular biology.
James C. Carlington, Texas A&M U.: plant virology.
Steven P. Castillo, New Mexico State U.: computer electromagnetics.
Chi N. Chen, U. of Washington: electro-magnetics.
P. O. Chirilambides, Michigan Technological U.: fracture mechanics and composite materials.
Kang-Ping Chen, Clarkson U.: fluid dynamics.
Stephen Z. D. Cheng, U. of Akron: solid state of polymer materials.
Ravindra Ghem, Texas A&M U.: fracture mechanics.
Mel-Yan Chou, Georgia Institute of Technology: condensed-matter theory.
Linda O. Chen, Massachusetts Institute of Technology: biomedical engineering.
Russell J. Composto, U. of Pennsylvania: mechanical engineering.
Mark S. Cooper, U. of Washington: cellular and developmental biology.
Rena Cruz, U. of California at San Diego: electrical and computer engineering.
Andrew W. Cumming, U. of Florida: dynamics of first- and second-order transitions.
Munther A. Dahleh, Massachusetts Institute of Technology: electrical engineering and computer science.
Rina Dachtler, U. of California at Irvine: automated reasoning.
Jeanne A. del Alamo, Massachusetts Institute of Technology: electrical engineering and computer science.
Dennis G. Depe, U. of Texas at Austin: electrical and computer engineering.
S. G. Djorgovski, California Institute of Technology: extragalactic astronomy.
Ian Dobson, U. of Wisconsin at Madison: electrical and computer engineering—power systems.
Randall Dougherty, Ohio State U.: mathematics.
Michael R. Douglas, Rutgers U.: high-energy physics.
James A. Drailmeyer, U. of Missouri at Rolla: mechanical and aeronautical engineering.
Edmund Durfee, U. of Michigan: electrical engineering—intelligent systems.
David A. Dzombak, Carnegie Mellon U.: environmental engineering.
Mune O. Eberhard, U. of Washington: civil engineering.
Noam Elkies, Harvard U.: number theory.
Yahar El-Korshi, Worcester Polytechnic Institute: construction-materials engineering.
James R. Engstrom, Cornell U.: chemical engineering.

Dara Entekhabi, U. of Arizona: hydroclimatology.
Yannis Ioannidis, U. of Wisconsin at Madison: computer science—deductive data bases.
Kousuke Ishii, Ohio State U.: mechanical engineering.
Brent L. Iverson, U. of Texas at Austin: design of catalytic antibodies.
Kenneth A. Johns, U. of Arizona: high-energy physics.
Michael J. Jordan, Massachusetts Institute of Technology: cognitive sciences.
Sanjay D. Joshi, Pennsylvania State U.: industrial engineering.
Jian-Wen Ju, Princeton U.: nonlinear solid mechanics.
Joseph M. Kahn, U. of California at Berkeley: optical communications.
Alan E. Kaloyeros, State U. of New York at Albany: applied physics—electronic materials.
Petril M. Kane, College of William and Mary: cell biology.
Kazuhiko Kasai, Illinois Institute of Technology: earthquake engineering.
Karen L. Kavanagh, U. of California at San Diego: electronic materials.
Robert B. Kerr, Boston U.: aeronomy.
Gregory W. Kline, Ohio State U.: theoretical particle physics.
Igor R. Klebanov, Princeton U.: gravity-theory physics.
Philip Klein, Brown U.: computer science—parallel algorithms.
Mark A. Krasnow, Stanford U.: biochemical mechanics of development.
David L. Kriebel, U.S. Naval Academy: ocean engineering.
Kellin J. Kuhn, U. of Washington: electrical engineering.
Wiley Kumer, U. of Pennsylvania: mechanical engineering.
Mital I. Kuroda, Baylor College of Medicine: molecular genetics.
Tracy Larrabee, U. of California at Santa Cruz: microelectronics.
Susan M. Larson, U. of Illinois at Urbana-Champaign: air quality and atmospheric aerosols.
Kinyoung Lee, Columbia U.: theoretical high-energy physics.
Sanjiva M. Lele, Stanford U.: fluid mechanics.
Michael M. Lerner, Oregon State U.: chemistry.
Peter L. Levin, Worcester Polytechnic Institute: electrical engineering.
Mark Levy, Stanford U.: computer graphics.
John Lueke, U. of Texas at Austin: mathematics—knot theory.
Jack Lutz, Iowa State U.: computational complexity.
Theresa A. Maldonado, U. of Texas at Arlington: electro-optics.
John T. Markert, U. of Texas at Austin: high-temperature superconductivity.
Merriale J. Mayo, Pennsylvania State U.: physics, science and engineering.
Susan J. Mason, U. of California at Santa Barbara: evolutionary biology.
Susan K. McDonnell, Stanford U.: developmental neurobiology.
Andrew D. McGulloch, U. of California at San Diego: bioengineering.
Oliver G. McGee, Ohio State U.: structural mechanics.
Ioannis N. Miasoulis, Tufts U.: mechanical engineering.
Vladimir I. Molodtsov, Harvard U.: computational geometry.
Thomas Mountford, U. of California at Los Angeles: mathematics—probability.
Charles B. Mullins, U. of California at Berkeley: chemical engineering.
Margaret M. Murray, Washington State U.: plasma physics.
Alexander D. Murphy, U. of Oregon: geography.
Jeffrey Moughton, U. of Wisconsin at Madison: computer science and engineering.
J. David Neelin, U. of California at Los Angeles: atmospheric fluid dynamics.
David D. Nolle, Purdue U.: nonlinear optical physics in semiconductors.
Bruce M. Novak, U. of California at Berkeley: synthesis and properties of advanced polymer materials.
Tim A. Oswald, U. of Wisconsin at Madison: polymer processing.
Wafa P. Otani, Cornell U.: electrical engineering—space plasma.
Ian D. Parsons, U. of Illinois at Urbana-Champaign: computerized structural mechanics.
Randy Passch, U. of Virginia: human-computer interaction.
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Kimberly A. Ward, U. of Kentucky: neuroscience.
Frank J. O. Webster, State U. of New York at Stony Brook: algorithms in theoretical chemistry.
Paul S. Weiss, Pennsylvania State U.: chemistry.
Jennifer Welch, U. of North Carolina at Chapel Hill: computer science.
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George Wolberg, City U. of New York: computer science—image analysis.
David Wood, U. of Wisconsin at Madison: computer architecture.
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Applicants for the 1992-93 positions should send a letter of intent and a resume no later than Friday, February 14, 1992. Notification to successful applicants will occur in late March 1992. Send materials to:

Dr. Ross E. Morison, Director
Programs for Higher Education
Abraham S. Fischer Center
for the Advancement of Education
Nova University
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Fort Lauderdale, Florida 33314

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Most of the books are scheduled for release this month, but publication dates—as well as prices and numbers of pages—are sometimes approximate and are subject to change without notice. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

The Anthropology of Slavery: The Womb of Iron and Gold, by Claude M. Kupperman, translated by Alida Darnell (University of Chicago Press/Aldine Press; 422 pages; \$49.95 hardcover, \$18.95 paperback). An anthropological study of pre-colonial African slavery.
Of Mixed Blood: Kinship and History in Peruvian Amazonia, by Peter Gougeon (Oxford University Press; 344 pages; \$79). Examines kinship, acculturation, and historical change among the Indians of the Balio Urubamba River region.
A Politics of Virtue: Hinduism, Sexuality, and Countercolonial Discourse in Fiji, by John D. Kelly (University of Chicago Press; 266 pages; \$39.95 hardcover, \$16.95 paperback). Focuses on links between politics and sexuality in a study of the British colony from 1929 to 1932; describes how debates over the virtue of women and Hindu gods caused divisions in a once unified anti-colonial boycott in the island's Indian community.

ART AND ARCHITECTURE

American Genre Painting: The Politics of Everyday Life, by Elizabeth Johns (Yale University Press; 288 pages; \$40). Challenges the notion that 19th-century genre paintings expressed Jacksonian optimism and faith in the common man; argues that the works, which portrayed farmers, boatmen, and other ordinary folk, were "socially constructed" for members of the New York elite who viewed such people as objects of satire and condescension.
Giulio's Father and the Family of Vasari's "Line", by Paul Barolsky (Pennsylvania State University Press; 160 pages; \$22.50). Explores family themes in the 16th-century work *Lives of the Artists* by the Italian art historian Giorgio Vasari.
Painted Lover: Prostitution in French Art of the Impressionist Era, by Judith Clayton (Yale University Press; 232 pages; \$45). Examines images of prostitution in the art of such painters as Cézanne, Degas, Manet, and Renoir, as well as in the work of their non-impressionist contemporaries; argues that avant-garde painters were especially attracted to the subject because it embodied key notions of modernity.
Romanesque Sculpture in Campanian Patrons, Programs, and Style, by Dorothy F. Claess (Pennsylvania State University Press; 280 pages; \$49.50). Discusses medieval art and architecture in the southern Italian region.
Toulouse-Lautrec: The Formative Years, 1878-1895, by Olie B. Murray (Oxford University Press; 232 pages; \$22). Traces the French artist's stylistic development through the appearance of his first poster.

CLASSICAL STUDIES

Vergil's "Aeneid" 10, with Introduction, Translation, and Commentary, edited by Stephen J. Harrison (Oxford University Press; 344 pages; \$75). Edition of the epic poem's 10th book, which depicts the war between Aeneas and Turnus.

ORIGINAL JUSTICE

The Cycle of Juvenile Justice, by Thomas J.

Bernard (Oxford University Press; 208 pages; \$35 hardcover, \$12.95 paperback). Describes the past 200 years of juvenile-justice policy as alternating between reforms advocating leniency and reforms advocating toughness.

ECONOMICS

Dynamic Forces in Capitalist Development: A Long-Run Comparative View, by Angus Maddison (Oxford University Press; 352 pages; \$37 hardcover, \$24.95 paperback). Analyzes the dynamics of economic growth in 16 advanced capitalist countries.
Inequality at Work: Hispanics in the U.S. Labor Force, by Gregory E. DeFelias (Oxford University Press; 304 pages; \$35). Contains original data on trends in wages, poverty, unemployment rates, and educational attainment among Hispanics in the post-World War II era.
The Malaysian Economy: Pacific Connections, by Mohammed Ariff (Oxford University Press; 236 pages; \$39.95). Describes the importance of the Pacific region for trade expansion and industrial development in Malaysia.
Unemployment: Macroeconomic Performance and the Labour Market, by Richard Layard, Stephen Nickell, and Richard Jackman (Oxford University Press; 640 pages; \$92 hardcover, \$32.50 paperback). Traces unemployment patterns in Europe and North America in the 1970's and 80's; topics include unemployment's effects on inflation and whether full employment can ever be combined with price stability.

FILM STUDIES

The Address of the Eyes: A Phenomenology of Film Experience, by Vivian Sobchack (Princeton University Press; 367 pages; \$49.50 hardcover, \$19.95 paperback). Describes the cinematic experience as one of "two viewers viewing," or the spectator and the film each existing as both the subject and object of vision; draws on the writings of the French philosopher Maurice Merleau-Ponty.

HISTORY

American Chameleons: Individualism in Trans-National Context, edited by Richard O. Curry and Lawrence B. Goodheart (Kent State University Press; 288 pages; \$35 hardcover, \$17.50 paperback). Includes original essays on the historical meanings of individualism in America, with comparative discussion of various European societies.
Daniel Willard and Progressive Management on the Baltimore & Ohio Railroad, by David M. Vrooman (Ohio State University Press; 232 pages; \$40). A study of the personnel policies of B&O's president from 1910 to 1941; draws parallels with what has become known today as the Japanese management model.
Economic Texts from Sumner, edited by Daniel C. Smith and Carl H. Lager (Yale University Press; 208 pages; \$50). Annotations, transcription of 125 previously unpublished manuscript documents that date from around 2030 B.C. and were found in the Lagash-Girsu, Puzrish-Dagan, and Umma sites in southern Iraq.
The Fortunate Adventuress of William Bligh, by Roy E. Schrieber (Peter Lang Publishing; 257 pages; \$43.95). A biographical study of the English naval officer best remembered as the target of the 1789 mutiny on the *Bounty*; focuses on how that and other major difficulties in his career failed to block his rise to vice-admiral.
Henry E. Huntington and the Creation of Southern California, by William B. Friedrichs (Ohio State University Press; 232 pages; \$35). A biography of the New York-born entrepreneur and railway executive who played a major role in the early 20th-century development of the Los Angeles basin.
How the Poona Was Lost: The 1938 Memorandum "Development of American Policy in the Far East", prepared for the State Department by John Van Antwerp MacMurray, edited by Arthur Wal-

dron (Hoover Institution Press; 165 pages; \$29.95 hardcover, \$16.95 paperback). Annotated edition of a previously unpublished memorandum in which a senior American diplomat, whose advice was ignored, discussed how the United States should deal with rising tensions between China and Japan.

Law, Family, and Women Toward a Legal Anthropology of Renaissance Italy, by Thomas Kuehn (University of Chicago Press; 416 pages; \$40). Describes the social processes that shaped the nature and function of law in Renaissance Florence, and considers how Florentines used the legal system to deal with conflict and regulate social behavior regarding such issues as kinship, marriage, business, inheritance, and illegitimacy.

Living the Enlightenment: Freemasonry and Politics in Eighteenth-Century Europe, by Margaret C. Jacob (Oxford University Press; 320 pages; \$49.95 hardcover, \$16.95 paperback). Draws on previously neglected archival sources in a study of the role of European masonic order's history in the context of cultural and political change in the new civil society of the Enlightenment.

Men Astutely Trained: A History of the Jesuits in the Americas, by John J. McDonough (Free Press; 616 pages; \$24.95). Describes the Catholic religious order's history in the context of cultural and social changes in the 20th century.
Military Occupation and Diplomacy: Soviet Troops in Romania, 1944-1988, by Seru Verone (Duke University Press; 224 pages; \$34.95). Uses recently declassified American and British documents to trace the evolution of Soviet policy toward Romania from occupation in 1944 to withdrawal of Soviet troops in 1988.
On the Threshold of Modernity: Relativism in the French Renaissance, by Zachary Sorey Schifman (Johns Hopkins University Press; 232 pages; \$32.50). Argues

Addresses of Publishers

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Kent State University Press, Kent, Ohio 44242
Peter Lang Publishing, 82 West 45th Street, New York 10036
Ohio State U. Press, 180 Prospekt Hall, 1070 Carmack Road, Columbus, Ohio 43210
Oxford U. Press, 200 Madison Avenue, New York 10016
Pennsylvania State U. Press, 820 North University Drive, Suite C, University Park, Pa. 16802
Princeton U. Press, 43 William Street, Princeton, N.J. 08540
Stanford U. Press, Stanford, Cal. 94305
State U. of New York Press, State University Plaza, Albany, N.Y. 12244
Syracuse U. Press, 1800 Jamesville Avenue, Syracuse, N.Y. 13244
U. of Chicago Press, 5801 South Ellis Avenue, Chicago 60637
U. of Illinois Press, 54 East Gregory Drive, Champaign, Ill. 61820
U. of Nebraska Press, 901 North 17th Street, Lincoln, Neb. 68508
Yale U. Press, 92A Yale Station, New Haven, Conn. 06520

that experiences of historical and cultural relativism encouraged a classificatory mentality in the French Renaissance; includes discussion of Pasquier's concept of cultural taxonomy, Montaigne's notion of moral morphology, and Descartes's idea of moral reasoning.
Peasants and the Working War in War in Poland, by Andrzej Walicki (Oxford University Press; 352 pages; \$39.95). A study of the arguments of peasant activists of the period, with a focus on the international movement that developed from 1889 to 1914.

Plague of Strangers: Social Change and the Origins of City Services in Early America, by Alan L. Watts (Oxford University Press; 339 pages; \$39.50). Argues that city development services and regulations sprang to what they perceived as a threat from immigrants and "strangers" unfamiliar with local urban ways.
Pretty Bubbles in the Air, by William D. Miller (University of Notre Dame Press; 248 pages; \$29.95). De-

Scholarship

the optimistic mood that characterized American culture and society in the years after the end of World War I.
A Splendid Resistance: The North American Indian Struggle for Unity, 1748-1816, by Gregory Evans Dowd (Johns Hopkins University Press; 304 pages; \$24.95). Focuses on the Cherokee, Creek, Delaware, and Shawnee nations in a study of Indian and European relations in the face of Anglo-American expansion.
Student Protest in Twentieth-Century China: The View from Shanghai, by Jeffrey N. Wasserstrom (Stanford University Press; 428 pages; \$45). Shows how Shanghai-based student protest movements influenced politics and revolution in China during the "warlord era" (1911-1927) and the nationalist period (1927-1949); includes an epilogue on recent events in Beijing.
Toward a More Perfect Union: Virtue and the Formation of American Republics, by Ann E. Wilson (Oxford University Press; 304 pages; \$29.95). Discusses the Continental Congress's 1774 passage of a "moral code" banning theater, cock fights, and horse races; argues that the code helped promote republican sentiment among the colonists.
Writings of Washington: The Civil War Letters of Elizabeth Blair Lee, edited by Virginia Jean Laas (University of Illinois Press; 384 pages; \$39.95). Edition of 368 letters written by the wife of the Civil War general and commander Samuel Phillips Lee and the daughter of the Presidential adviser Francis Pickens Blair.

We Will Wait: Wives of French Prisoners of War, 1940-1945, by Sarah Fishman (Yale University Press; 320 pages; \$35). A study of the experiences of wives of French soldiers captured by the Germans; uses the data to explore the politics of gender in Vichy France and to challenge the notion that the war was a source of social liberation for moral women.
Women, Family, and Utopia: Communal Experiments of the Shakers, the Oneida Community, and the Mormons, by Lawrence Foster (Syracuse University Press; 316 pages; \$37.95 hardcover, \$16.95 paperback). Discusses family life, sexuality, and the role of women in three 19th-century movements that rejected the tradition of monogamous marriage.

HISTORY OF SCIENCE

The Ambiguous Frog: The Galvani-Volta Controversy on Animal Electricity, by Marcello Pera, translated by Jonathan Mandelbaum (Princeton University Press; 262 pages; \$29.95). A study of the controversy that erupted in the 1790's when two Italian scientists, Luigi Galvani and Alessandro Volta, came up with opposite explanations for muscle contractions that took place when a frog's leg was touched with charged metal.
Hans Koster: The Formation of a Scientific Life, 1900-1933, Volume 1, by Frederic L. Holmes (Oxford University Press; 512 pages; \$49.95). The first book in a multi-volume study of the German-born British biologist, co-winner of the 1953 Nobel Prize in Physiology or Medicine.
A Space for Science: The Development of the Scientific Community in Brazil, by Simon Schwartzman (Pennsylvania State University Press; 288 pages; \$32.50). Traces the history of the natural sciences in Brazil since the 19th century.

LITERATURE

Common and Civil in English Renaissance Prose, by Anne Drury Hall (Pennsylvania State University Press; 316 pages; \$32.50). Describes an emerging distinction between civil and ceremonial prose in the writings of the English Renaissance; focuses on More's *The History of King Richard III*, Sidney's *Defence of Poetry*, Hooker's *The Laws of Ecclesiastical Polity*, and Browne's *Religio Medici*.
Figures of Resistance: Language, Poetry, and Naming in "The Tale of Genji" and Other Mid-Heian Texts, by H. Richard Okada (Duke University Press; 400 pages; \$49.95). Argues that the cultural and "gendered" significance of three well-known tales from Japan's Heian period (794-1185) has been distorted by translations and commentaries rooted in Western colonial and patriarchal traditions.
Hebrew Bible, Part 3, by Shmuel Stulman, edited by Anthony Faulken (Oxford University Press; 200 pages; \$52). Edition of an early 13th-century treatise on the metric character of Old Testament poetry.
Intentionality and the New Traditionalism: Some Limited Means to Literary Revolution, by John T. Shawcross (Pennsylvania State University Press; 248 pages; \$32.50). Defends the significance of authorial intentionality in the critical interpretation of 17th and 18th-century texts; focuses on works by John Milton, William Shakespeare, John Donne, and Henry James.
Selected Poems and

Prose, edited and translated by Jon Thien (Pennsylvania State University Press; 208 pages; \$29.95). Translation of writings by the 16th-century Florentine statesman.
Poetics of the New History: French Historical Discourse from Braudel to Chartier, by Philippe Carrard (Johns Hopkins University Press; 272 pages; \$32.95). Examines the style and writing practices of scholars of the *Annales* school of French historiography.
Reading the Written Image: Verbal Play, Interpretation, and the Roots of Iconophobia, by Christopher Collins (Pennsylvania State University Press; 208 pages; \$34.50). Explores the reader's construction of an internal, imaginary world.
Reorienting Rhetoric: The Dialectic of List and Story, by John D. O'Banion (Pennsylvania State University Press; 312 pages; \$35). Examines the role of narrative in the history of Western rhetoric.
The Rhetoric of English India, by Sara Suleri (University of Chicago Press; 230 pages; \$24.95). Uses analyses of "complexity" in works by Kipling, V. S. Naipaul, and Salman Rushdie to challenge the long-held view of British imperialism as a post-colonial era.

Seamus Heaney, Poet of Contrary Progressions, by Henry Hart (Syracuse University Press; 234 pages; \$29.95). Describes the contemporary Irish poet's work as a multifaceted argument with, for example, himself, others, his nationalist upbringing, and the sectarianism of Northern Ireland.
Seven Types of Adventure Tale: An Etymology of a Major Genre, by Martin Green (Pennsylvania State University Press; 256 pages; \$22.50). Classifies adventure tales in seven categories—the Robinson Crusoe story, the Three Musketeers story, the Frontiersman story, the Avenger story, the Wanderer story, the Saga story, and the Hunted Man story.
The Story of Stone: Intertextuality, Ancestral Chinese Stone Lore, and the Stone Symbolism in "Dream of the Red Chamber," "Water Margin," and "The Journey to the West", by Jing Wang (Duke University Press; 359 pages; \$37.50). A comparative study of three traditional Chinese stories concerning stones endowed with magical properties.
Strong Representations: Narrative and Circumstantial Evidence in England, by Alexander Welsh (Johns Hopkins University Press; 320 pages; \$29.95). Examines how 18th- and 19th-century English nar-

atives sought to make the facts of situations speak for themselves.
Terms of Response: Language and the Audience in Seventeenth- and Eighteenth-Century Theory, by Robert L. Montgomery (Pennsylvania State University Press; 224 pages; \$28.50). Describes how British, French, Italian, and other European theorists of the period viewed the relationship between artistic works and the emotions or passions of an audience.
Through the Lens of the Reader: Explorations of European Narrative, by Lilian R. Furst (State University of New York Press; 186 pages; \$49.50 hardcover, \$16.95 paperback). Includes new and previously published essays on European works from the 18th to the 20th centuries.
Using Leacan, Reading Fiction, by James M. Mellard (University of Illinois Press; 264 pages; \$36.50 hardcover, \$14.95 paperback). Applies the critical theory of the 20th-century French psychoanalyst Jacques Lacan to analyses of works by Hawthorne, James, and Woolf.

World's views on war influenced her writings.

MUSIC

The Euclidean Division of the Canon: Greek and Latin Sources, edited and translated by André Barba (University of Nebraska Press; 316 pages; \$23). Edition and study of three versions of a treatise on the relationship between mathematical and acoustical truths written in the manner of Euclid's *Elements of Geometry*.
The Mozart Myth: A Critical Reassessment, by William Stafford (Stanford University Press; 293 pages; \$24.95). Evaluates the myths and legends that have developed around the composer's life, character, and death.

PHILOSOPHY

The Dialectical Necessity of Morality: An Analysis and Defense of Alvin Gewirth's Argument for the Principle of Generic Consistency, by Doreck Beyersveld (University of Chicago Press; 524 pages; \$55 hardcover, \$22.50 paperback). Challenges critics of the central moral principle.

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FELLOWSHIPS AND AWARDS

AMERICAN ANTHROPOLOGICAL ASSOCIATION

CHICAGO
Eight scholars were honored at the association's annual meeting here for outstanding professional service, research, and teaching.

Lynne Goldstein, U. of Wisconsin at Milwaukee: for tireless and effective representation of anthropology to the public, especially to American Indians.
Martha Harris, U. of Florida: for distinguished intellectual contributions to anthropology.
Beatrice Medicine, California State U. at Northridge, and **Glyde Snow**, U. of Oklahoma: for distinguished lifetime service to anthropology.
Will Roscoe, U. of California at Santa Cruz: *The Zuni Man-Woman* (University of New Mexico Press, 1991); the Margaret Mead Award for interpretation of anthropological data in ways that are meaningful to the public.
Thayer Scudder, California Institute of Technology, and **Thomas Rafter**, Stanford U.: for noteworthy service in furthering the interests of anthropology in government and industry.
Nathalie Woodbury, Massachusetts: for generous and enduring service to anthropology on behalf of the association.

PHILIPPA KAPPA

WASHINGTON
The national scholarly honor society has announced three winners of its 1991 book awards.

Richard D. Altick, The Ohio State U.: *The Presence of the Present: Topics of the Day in the Victorian Novel* (Ohio State University Press); outstanding work of literary scholarship or criticism.
Carl N. Degler, Stanford U.: *In Search of Human Nature: The Decline and Revival of Darwinism in American Social Thought* (Oxford University Press); outstanding study of the intellectual and cultural condition of humankind.
Edward R. Tufte, Yale U.: *Envisioning Information* (Graphic Press); outstanding contribution by a scientist to the literature of science.

AMERICAN HISTORICAL ASSOCIATION

CHICAGO
Sixteen scholars were hon-

ored at the association's annual meeting for outstanding research, publication, and teaching.

Eric Aronson, Harvard U.: *Waterfront Workers of New Orleans, 1917-1921* (Oxford University Press); outstanding monograph by a young scholar on any subject in U.S. history.
Jackman Bailey, Earlham College: distinguished teaching.
Burnett Bolloten, independent scholar—*Spanish Civil War: Revolution and Counterrevolution, 1918-1919* (University of North Carolina Press); outstanding work by a public historian or an independent scholar in the United States.
Antonio Calabria, U. of Texas at San Antonio: *The Cost of Empire: The Finances of the Kingdom of Naples in the Time of Spanish Rule* (Cambridge University Press); best book or article on Italian history.
Alberto Flores Galindo, Universidad Católica del Perú: *Desarrollo y crisis: Identidad y utopía en los Andes* (Instituto de Apoyo Agrario); best work by a Latin American scholar on Latin American history.
John Gillingham, U. of Missouri at St. Louis: *Coal, Steel, and the Rebirth of Europe, 1945-1955* (Cambridge University Press); outstanding historical writing in European history since 1895.
Susan Glenn, U. of Texas at Austin: *Daughters of the Shovel: Life and Labor in the Immigrant Generation* (Cornell University Press); best book in women's history or feminist theory.
Andrew Gordon, Duke U.: *Labor and Imperial Democracy in Prewar Japan* (University of California Press); outstanding book in East Asian history since 1800.

Israel Gutman, Yad Vashem (Holocaust memorial and research center), Jerusalem: *Encyclopedia of the Holocaust* (Macmillan Publishing Company); most outstanding reference tool in the field of history.
Laura Kalman, U. of California at Santa Barbara: *Abe Fortas* (Yale University Press); best book on the history of American law and society.
Theodore Kodzashvili, U. of Missouri at Columbia: *Class Formation and the Industrial Revolution, 1750-1850* (Cambridge University Press); best book on European history from 1815 to the present, and best book on British history since 1485.
Garhart B. Lofgren, U. of California at Los Angeles (retired): scholarly career of the highest distinction.
Helan Nader, Indiana U.: *Liberty in Absolutist Spain: The Hapsburg Sale of Towns, 1516-1700* (Johns Hopkins University Press); best work in English in the history of western Europe in the 17th or 18th centuries.

Richard Price, Anne Chaudoin, Montague—*Alabi's World* (Johns Hopkins University Press); distinguished book on the history of the United States, Latin America, or Canada from 1492 to the present.

Charles O. Starr, U. of Michigan (retired): scholarly career of the highest distinction.
Marzo Tate, Howard U. (retired): scholarly career of the highest distinction.

MODERN LANGUAGE ASSOCIATION

SAN FRANCISCO

The following scholars received awards at the association's annual meeting.

Lyle F. Bachman, U. of California at Los Angeles: *Foundational Conditions in Language Teaching* (Oxford University Press); for an outstanding research publication in the field of teaching foreign languages and literatures.

Wayne Booth, U. of Chicago: for distinguished service to the profession of English.

Frederick Burkhardt, Sydney Bell, and associates: *The Correspondence of Charles Darwin* (Cambridge University Press); for a distinguished edition of letters.

William Merrill, independent scholar—*The Literary Vocation of Henry Adams* (University of North Carolina Press); for distinguished published research by an independent scholar in the fields of modern languages and literatures, including English.

Roberto González Echeverría, Yale U.: *Myth and Archive: A Theory of Latin American Narrative* (Oxford University Press); and *Myth, History, and Memory in the Andes* (Stanford University Press); for outstanding books published in English in the field of Latin American and Spanish literatures and cultures.

Frederic R. Jameson, Duke U.: *Postmodernism: Or, The Cultural Logic of Late Capitalism* (Duke University Press); for an outstanding literary linguistic study by a member of the association.

Beth B. Newman, Southern Methodist U.: "The Situation of the Lesbian in 'On': Gender, Narration, and the 'Other' in 'On'" (New York University Press, 1990); and *David R. Woodman* (University of Connecticut Press, 1991); for outstanding articles in PMLA.



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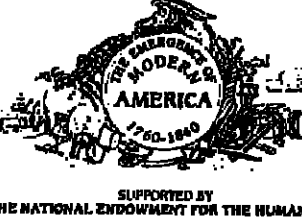
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NEW SCHOLARLY BOOKS

Continued From Preceding Page
 nie presented in Mr. Gervill's 1978 work *Reason and Morality*.

The Normative Grounds of Social Criticism: Kant, Rawls, and Habermas, by Kenneth Baynes (State University of New York Press; 242 pages; \$57.50 hardcover, \$18.95 paperback). A comparative study of the three philosophers' theories of justice.

Philosophy and Its History: Issues in Philosophical Historiography, by Jorge J. E. Gracia (State University of New York Press; 387 pages; \$59.50 hardcover, \$19.95 paperback). Topics include the importance of the history of philosophy for philosophy, the role of value judgments in historical accounts, and the nature and role of texts and their interpretation in the history of philosophy.

Psychoanalysis and Ethics, by Ernest Wollkoff (Yale University Press; 392 pages; \$35). Argues that scholars have misunderstood the ethical implications of Freud's psychoanalytic theory; suggests, for example, that his understanding of narcissism and the pleasure principle allows for actions out of concern for others.

Whitehead and Bradley: A Comparative Analysis, by Leonora B. McHenry (State University of New York Press; 213 pages; \$44.50 hardcover, \$14.95 paperback). Considers the extent to which the metaphysics of the British philosopher

Alfred North Whitehead (1861-1947) was influenced by the absolute idealism of his predecessor Francis Herbert Bradley (1846-1924).

POLITICAL SCIENCE

The Dimensions of Federalism: State Governments and Pollution Control Policies, by William R. Lowry (Duke University Press; 200 pages; \$29.95). Examines the responsiveness and innovation of state governments in pollution-control policy making.

Export Controls in Transition: Perspectives, Problems, and Prospects, edited by Gary K. Bertch and Steven Elliott-Gower (Duke University Press; 363 pages; \$57.50). Includes original essays that address the need to re-evaluate export-control policies in light of the recent political and economic changes in Eastern Europe.

On Internal War: American and Soviet Approaches to Third World Clients and Insurgents, by William E. Odum (Duke University Press; 280 pages; \$29.95). Includes case studies of El Salvador, Guatemala, and the Philippines, and a regional assessment of the Middle East.

The Political Economy of Defense Contracting, by Kenneth R. Mayer (Yale University Press; 240 pages; \$28.50). Uses previously unavailable defense sub-

contracting data to challenge popular conceptions of the relationship between Congressional "pork barrel" politics and defense spending.

Post-Modernism and the Social Sciences: Ideology, Ideals, and Ideals, by Pauline Marie Rosenau (Princeton University Press; 220 pages; \$35 hardcover, \$12.95 paperback). Shows how postmodernist theory's challenges to the concept of objective knowledge are changing approaches in the social sciences.

RELIGION

Egyptian Light and Hebrew Fire: Theological and Philosophical Roots of Christianity in Evolutionary Perspective, by Karl W. Luckert (State University of New York Press; 347 pages; \$49.50 hardcover, \$16.95 paperback). Describes how ancient Egyptian religion influenced Hebrew religion, Greek philosophy, Neoplatonism, Gnosticism, and early Christianity.

The Myth of Narasimha and Vamana: Two Avatars in Cosmological Perspective, by Deborah A. Solter (State University of New York Press; 321 pages; \$49.50 hardcover, \$16.95 paperback). Discusses myths dealing with the Hindu and Vishnu's incarnation in two forms—the half-man, half-lion Narasimha, and the dwarf Vamana.

The Reason of Following: Christology and the Eucharist, by Robert P. Schuchman (University of Chicago Press; 214 pages; \$32.50). Develops a Christological concept of selfhood.

The Rhetoric of Immodesty: A Cultural Critique of Chan/Zen Buddhism, by Bernard Faure (Princeton University Press; 445 pages; \$39.50). Explores key concepts and metaphors in Chinese Chan Buddhism and its outgrowth, Japanese Zen.

A Study of Dogen: His Philosophy and Religion, by Susan Abe, edited by Steven Heine (State University of New York Press; 251 pages; \$39.50 hardcover, \$12.95 paperback). Includes previously untranslated essays on the 13th-century Japanese Buddhist philosopher.

SOCIOLOGY
The Death of an American Jewish Community: A Tragedy of Good Intentions, by Hilke Levine and Lawrence R. Levine (Free Press; 370 pages; \$24.95). A study of Jewish flight from Rochester, 1922-1923, and the impact on the city's Jewish community.

Guerrillas and Revolution in Latin America: A Comparative Study of Insurgency and Regimes Since 1958, by Timothy J. Wickham-Jones (Princeton University Press; 422 pages; \$59.50 hardcover, \$16.95 paperback). Topics include why guerrillas succeed or fail in gaining strength and peasant support, and why only two movements—those of Cuba and Nicaragua—have seized revolutionary power in Latin America.

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Personal & Professional

The Man Who Raised Tufts U.'s Profile Prepares to Become Its Chancellor

After 15 years as the university's president, Jean Mayer will become its chief fund raiser

By JULIE L. NICKLIN
 MEDFORD, MASS.

Jean Mayer laughs when he remembers his drive to Tufts University 15 years ago to interview for the president's job. "I promptly got lost," he says.

Getting around Cambridge where he was a Harvard University professor posed no problem. But the circuitous route to the campus here did. "That's why there are all those signs for Tufts along the roadway now," he says.

Since becoming president in 1976, Mr. Mayer has done more than to put Tufts on the local map. Professors and administrators, who describe him as charming, innovative, and at times infuriatingly stubborn, credit him with transforming a sleepy New

England liberal-arts campus into a research university with some internationally recognized programs.

'A Strong Mind and Vision'

Throughout the transformation, Mr. Mayer has fought sporadic battles with faculty members and students, but has emerged highly regarded. Yet that very admiration now causes concern on the campus. Some professors worry what will happen when Mr. Mayer resigns as president two years hence to become Tufts's first chancellor. Trustees are now working on a job description for the newly created position. The general idea is that the chancellor will focus on fund raising while the president deals with day-to-day operations.

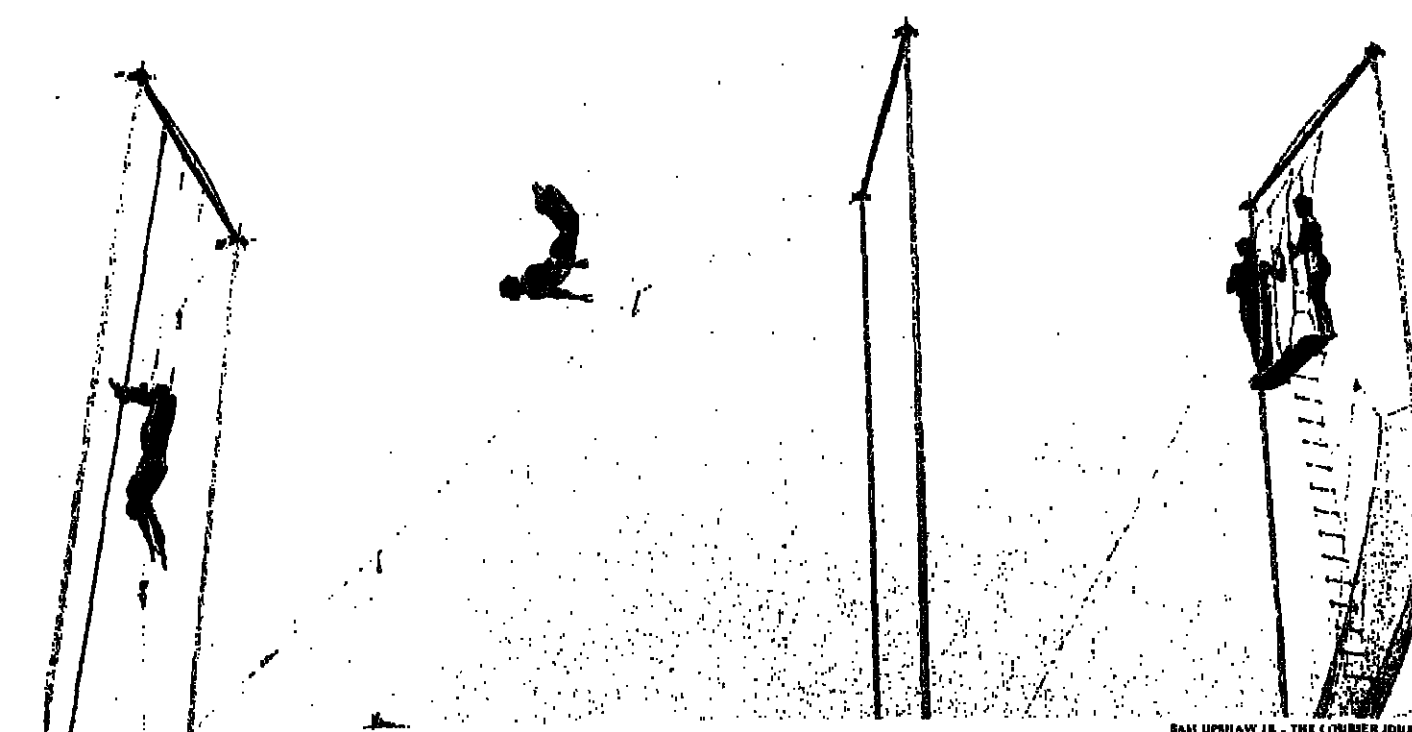
"It worries me because it feels top-heavy for an institution of this size to have two people in control," says Elizabeth Ammons, chair of the English Department.

"Mayer has a strong mind and vision, and we would hope to get a president of strong mind and vision. It's hard to get two people with those qualities to see eye to eye," she says.

A World War II veteran, nutrition researcher, and U.S. Presidential adviser, Mr. Mayer came to Tufts with no experience as a college chief executive. When he took over, the college was having financial problems. Alumni support was virtually nil. The endowment was a mere \$30-million.

Continued on Following Page

AFTER CLASS



U. of Louisville's Jim Carter, in mid-somersault: He describes the experience of sailing through the air 32 feet above the ground as something between an amusement-park ride and a ballet.

Triple Somersaults by the Daring Dean on the Flying Trapeze

By COURTNEY LEATHERMAN
 LOUISVILLE, KY.

The greatest acrobatic feat that most academic deans perform is balancing the needs of administrators and professors. A triple somersault is Jim Carter's specialty. He's an assistant dean at the University of Louisville and he flies on the trapeze. Mr. Carter has been hanging out with circus performers and working on the trapeze since he was a kid. He even had a stint flying with a professional trapeze team. His wife, Liz Carter, got into the act more recently: She eats fire, earning \$120 an hour gulping flames.

"I know this sounds weird," says Jenny L. Sawyer, the university's director of admissions for orientation. "But it doesn't

seem weird or odd at all, once you know him and see him."

With his gold wire-rimmed glasses, Mr. Carter looks more like the academician he's been for 30 years than the amateur trapeze artist he's been for even longer. He has tried to use both talents, turning his hobby into a learning experience for students. Mr. Carter, who is in charge of undergraduate advising in the College of Arts and Sciences, even hopes to help students here start a collegiate circus program.

Parties for Undergraduates

The trapeze, Mr. Carter says, has a way of bringing down all defenses. He and his wife, who own a trapeze and six trampolines, have thrown a dozen parties for uni-

versity groups at their home outside Louisville. It has become a summer tradition for a group of undergraduates, while training for fall orientation jobs, to picnic and practice circus tricks in the Carters' backyard. Ms. Sawyer calls the outings "community team building." (Before Mr. Carter arrived, she took students rappelling.)

Even the acting dean of the college, Thomas J. Hynes, Jr., has tried the trapeze.

Mr. Carter describes the experience of sailing through the air 32 feet above the ground as something between an amusement-park ride and a ballet. "The trapeze has the same thrill as a roller coaster. Standing on the board, one hand on the bar

Continued on Page A19

Man Who Transformed Tufts U. Prepares to Become Chancellor

Continued From Preceding Page

lition. And research was a low priority for faculty members. Fifteen years later, Tufts boasts a new veterinary school, a school of nutrition, and a center for environmental management, and it runs a government-supported research center on nutrition and aging. Tufts offers various programs around the world and its financial position is vastly improved. Nearly 40 per cent of the alumni who are solicited give annually. The endowment is about \$180-million.

No Knowledge of Fund Raising

Mr. Mayer says he knew nothing about fund raising when he started. To educate himself, he advertised in newspapers for people to fill development positions. And for three months, he learned from those he interviewed.

"Mayer's experience base was pretty low," says Nelson S. Gifford, chairman of the Board of Trustees. "But he rose to the occasion."

Mr. Mayer acknowledges that the changes at Tufts have been largely rooted in his own areas of expertise—the health fields—and that has caused some resentment.

The son of two noted scientists, Mr. Mayer was born in Paris. He was decorated for his service with the French Resistance during World War II. When the war ended, he came to the United States, where he earned a doctorate in physiological chemistry from Yale University. He went on to earn a physiology degree from the Sorbonne. In 1950, Harvard University hired him as an assistant professor of nutrition. The author of some 750 articles and several books, Mr. Mayer is noted for his research on human obesity.

In his 26 years at Harvard, Mr. Mayer served as an adviser on nutrition issues to Presidents Nixon, Ford, and Carter. Today his projects for government and social agencies include work to fight world hunger, promote world peace, and protect civil rights.

Some of Mr. Mayer's critics are

professors in the arts and sciences who say they have watched dollars flow into new ventures but haven't seen significant increases in what they receive. Some say Tufts has strayed from its original mission as a liberal-arts college. Others believe Tufts has grown too rapidly.

Some professors still resent the veterinary school, which is in North Grafton, about 40 miles from the main campus here. Critics charge the school is a needless expense that takes money away from the other parts of the university. Partially supported by the state, the school since its completion in 1979 has run up annual deficits of as much as \$3-million.

"A number of people in arts and sciences would say goodbye to the vet school and to the drain it makes on our resources," says the English department's Ms. Ammons, who has been at Tufts for 16 years. "There is a feeling that some projects have gotten disproportionate resources."

Says Steven P. Marrone, associate professor of history: "The arts and sciences do sometimes feel like a stepchild of the university."

Some Decisions Criticized

Over the years, students have also criticized some of Mr. Mayer's decisions. In 1989 they protested a new policy that forbade racist, sexist, or otherwise offensive speech in classrooms and dormitories. Mr. Mayer rescinded it.

In the 1980's, students also protested the fact that Tufts had not opposed apartheid by fully divesting its holdings in companies that did business in South Africa. Mr. Mayer maintained that a better approach was to divest holdings in certain companies and to support scholarship programs for South African students. By the late 80's, Tufts had fully divested. But some students have now vowed to fight Mr. Mayer's new position that campuses should reverse their divestment policies to help rebuild the economy of South Africa (*The Chronicle*, December 18, 1991).



Jean Mayer: "If there's one thing you don't want—and my successor shouldn't want—it is my breathing down his neck and judging what he is doing."

Mr. Mayer says that despite some fights, he has worked well with students and professors to bring about positive change at Tufts—a belief with which few will argue.

"Almost everyone would agree on the whole—even with the burdens—that Mr. Mayer has been good for the university," says Mr. Marrone.

Tufts, Mr. Mayer says, had to

"Almost everyone would agree on the whole—even with the burdens—that Mr. Mayer has been good for the university."

create new areas of study to attract new sources of income before it could put money into existing programs in the undergraduate arts and sciences.

In addition to creating new graduate schools, Mr. Mayer pumped new money into the Fletcher School of Law and Diplomacy, which already had a good reputation for its training of students in international relations. He converted an old monastery in Talloires, France—a gift to Tufts—into a site for students studying abroad and a center for university conferences. Programs were set up and strengthened in England, France, Germany, and Spain. Since 1988 Tufts has linked some classes by satellite with those in Moscow so students can discuss current issues.

Globalization

"He saw that Tufts had a great potential to be an international university," says Seymour O. Simches, an emeritus professor of modern languages who has taught at Tufts for 39 years.

The globalization of the university, as Tufts officials call it, includes attracting a more diverse group of students. Tufts enrolls about 4,500 undergraduates and 2,500 graduate students. The number of foreign citizens enrolled as undergraduates has doubled since 1986. About 10 per cent of this year's freshmen were citizens or residents of foreign countries.

Such changes in academic programs and the student population mean that Tufts doesn't feel as far away from the Ivy League institu-

tions as it has in the past, campus officials say.

"It's awfully hard to shine in their shadow, and the fact that we have—and that we do—is the work of the man," says the board chairman, Mr. Gifford.

From Cambridge, Derek Bok also saw Tufts changing. Mr. Bok retired in 1990 after 19 years as Harvard University's president. The true test of Tufts's competitiveness, Mr. Bok says, is whether the number of applicants, their academic level, and the rate of acceptance have improved. "If all three went up, then something good must be happening," Mr. Bok says.

Statistics show that Tufts has indeed become more selective. While the freshman enrollment remained virtually steady around 1,150—the number of applicants increased from 6,415 in 1976 to 10,004 in 1985. Changing demographics, officials say, decreased the number of applicants to 7,409 in 1991—still nearly 14 per cent more than in 1976.

The average mean Scholastic Achievement Test verbal score for students admitted that year was 566; last fall it was 606. The mean mathematics score was 619 in 1976 and 665 last fall.

Some observers don't share the opinions that place Tufts near the company of Ivy League institutions. The heads of some national higher-education groups, who asked not to be named, said that while no one thinks of Tufts as a place that is doing poorly, no one thinks of it as a place that is doing quite well. Tufts just isn't talked about in most academic circles, they said.

Some alumni would agree that Tufts doesn't yet rank near the Ivy League institutions. Says Evan J. Roth, a lawyer who was graduated from Tufts with a bachelor of arts in economics in 1982: "A lot of students had chips on their shoulders because they were not accepted to an Ivy League. Tufts was their back-up school."

But some of today's students say that the changes at Tufts since then have made a difference. "We're up there with the Ivies," says Julian A. Barnes, a senior. Mr. Barnes, former president of the Student Senate, says he chose Tufts over Carnegie Mellon University and the University of Rochester because of its broad-based liberal-arts program.

During his presidency, Mr.

Mayer has followed his own vision in a sometimes stubborn way, professors say. He'll have an idea, listen to others, and then usually go ahead with his own.

'He Had All of These Ideas'

"Jean Mayer scared the hell out of us when he first came here because he had all of these ideas," says Mary Ella Feinleib, dean of liberal arts.

Thomas W. Murnane, senior vice-president of the university, calls how Mr. Mayer proved many wrong with his first capital campaign. In the late 70's a consulting firm had told Tufts officials they could expect to raise \$14-million in five or six years. Mr. Mayer decided the amount wasn't enough. In 1979, he added a zero to the goal, making it \$140-million. By 1985, Tufts had raised \$145-million.

Tufts is now nearing the end of its \$250-million campaign. Begun in 1987, the campaign has raised about \$210-million.

Despite the fact that Tufts has raised nearly \$400-million in little more than a decade, the rapid growth of the 80's has caught up with it. "All universities are struggling a little bit. And Tufts is not immune to what has befallen higher education," says Steven S. Matus, executive vice-president and treasurer. Tufts is making some minor cutbacks, he says.

After 15 years of provoking change, Mr. Mayer looks forward to stepping down as president and up as chancellor. Such arrangements are regarded as unusual in academe, but not as unthinkable.

Mr. Mayer and the Board of Trustees both want to ease the concerns of those here who fear Tufts isn't large enough for two leaders. Mr. Mayer says his new responsibilities are pretty clear. He will work on development projects in the Boston area to generate new revenue for Tufts. He has already started working with the public and private sectors on a \$1-billion pharmaceutical park. And he has already approached American and Japanese companies that might be interested in the second project—a biotechnology park.

"I'll have nothing—or very little—to do with the running of the core of the university," he says. "If there's one thing you don't want—and my successor shouldn't want—it is my breathing down his neck and judging what he is doing."

Somersaults by Daring Dean on the Flying Trapeze

Continued From Page A17

and one on the rigging, you let go and there's a rush," he says, grinning broadly.

The difference between the two is the risk involved: "On the trapeze, if you panic or let go in the wrong place, you could get hurt," Mr. Carter knows from experience—a smack from the bar once gave him a concussion, and a gash that required eight stitches.

The 65-foot-high rigging forced the Carters into the country, away from stricter zoning restrictions. Except for the railroad tracks that border part of the property, Mr. Carter's 1½ acres are isolated, surrounded by fields.

The rigging goes up in March and comes down around Thanksgiving. On a frosty winter morning recently, the property was bare—only a pair of aluminum poles sticking out of the ground hinted at the trapeze rigging that cost him about \$6,500.

A Passion for Gymnastics

Mr. Carter, who already had a passion for gymnastics, started learning trapeze tricks at 13. His father, who had a short stint working as an assistant with Ringling Brothers, Barnum & Bailey Circus, bought a rig for \$150 from an Ohio farmer who had dreamed of becoming a flier. Later, the Carters became friends with professional trapeze artists.

After high school, Mr. Carter was tempted by offers to work as a professional catcher in a trapeze act. A bulky man, he would have spent most of his time hanging upside down, knees hooked over a bar, catching fliers. The real glory goes to fliers, but Mr. Carter recalls being thrilled by the chance to perform.

His mother was less enthusiastic. So he enrolled at the Ohio State University, where he first earned a bachelor's degree in mathematics and then a doctorate in philosophy.

Mr. Carter moved up the administrative ranks at Ohio State, hun-

dling student orientation, advising, and putting his hobby aside. In 1982, he took a similar post at Illinois State University. There, he resumed his work on the trapeze.

'The Flying Corderos'

Bloomington, Ill., a few blocks south of the campus at Normal, was a popular winter training spot for trapeze artists early in the century. A few circus families still live there and perform at summer festivals, which is how Mr. Carter hooked up with a local act, "The Flying Corderos." Illinois State also has the oldest and largest collegiate circus society in the country, Gamma Phi.

Mr. Carter says he'd like to help students at Louisville start a similar program. His wife, who volun-

teered her talents for the university's homecoming festivities, has already taught students to eat fire. (Fire eating, Mr. Carter divulges, is part trick, part talent: The swallower uses a cool-burning fuel, angles the torch so the flame burns away from the mouth, and exhales while clamping down with one's jaws on the flame.)

Mr. Carter still keeps in touch with his circus friends. (Ringling Brothers winters at the Louisville fairgrounds.) He hasn't performed for a while, but still works out on the trapeze.

Meanwhile, he is teaching an introductory philosophy course this semester—the first class he's taught in six years. "I feel as though this is something daring for me," he says.

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

College Check Mate: Innovative Tuition Plans That Make You a Winner, 1992-93, edited by Deborah Klosky (Octamer Associates, P.O. Box 2748, Alexandria, Va. 22301; 167 pages; \$6, plus \$1.75 for shipping). Contains information on installment plans, tuition freezes, guaranteed tuition plans, and other financial options available at 1,000 colleges and universities.

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 1992-93, by Robert Leider and Anna Leider (Octamer Associates, P.O. Box 2748, Alexandria, Va. 22301; 119 pages; \$6, plus \$1.75 for shipping).

Effective Practices for Improving Teaching (How Directions for Teaching and Learning, No. 48), edited by Michael Theall and Jennifer Franklin (Jossey-Bass Publishers, 350 Sansome Street, San Francisco 94104; 130 pages; \$14.95 prepaid). A collection of essays by faculty members, administrators, teaching consultants, and others involved in teaching-improvement efforts.

Handbook of Statistical Procedures and Their Computer Applications to Education and the Behavioral Sciences, by Melvyn N. Freed, Joseph M. Ryan, and Robert K. Hox (American Council on Education/Macmillan Publishing Company; send orders to Dave Horvath, Macmillan, 866 Third Avenue, New York 10022; 397 pages; \$14.95 prepaid). Discusses statistical procedures, sampling techniques, and software packages that can be used in education research.

These Colleges: A Centennial Portrait, photographs by Robert Llewellyn, essay by Robert Hill (Ithaca College Bookstore, 953 Denby Road, Ithaca, N.Y. 14850; 124 pages; \$49.95, plus \$7.50 for shipping). Out of the Margins: Women's Studies in the Nineties, edited by Jane Aaron and Sylvia Walby (Falmer Press, available from Taylor & Francis Group, 1900 Frost Road, Suite 101, Bristol, Pa. 19007; 184 pages; \$55 hardcover, \$25 paperback). Provides an overview of the discipline in Britain.

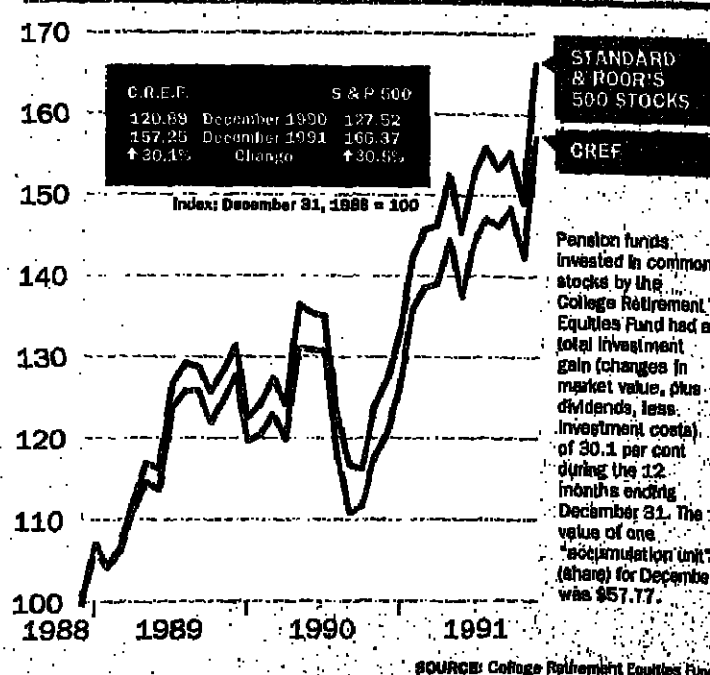
Physiology in the Academic Marketplace, by Dolores L. Burke (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 184 pages; \$42.95 prepaid). A study of medical-faculty recruitment and termination policies.

Student Outcomes Assessment: A Handbook Review and Guide to Program Development, by Serbenia J. Sims (Greenwood Press, 88 Post Road West, Westport, Conn. 06881; 168 pages; \$39.95 prepaid). Includes discussion of the role of governmental intervention in outcome assessment, and the relationship between assessment and institutional accreditation.

Teaching What We Do: Essays by Amherst College Faculty (Amherst College Press, Box 2202, Amherst College, Amherst, Mass. 01002; 246 pages; \$15 prepaid). Contains essays in which 14 professors discuss their teaching, their research, and the relationship between the two.

Undergraduate Education: Goals and Means, by Rudolph H. Weinstarter (American Council on Education/Macmillan Publishing Company; send orders to Dave Horvath, Macmillan, 866 Third Avenue, New York 10022; 168 pages; \$27.95 prepaid).

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THE CURRICULUM

- First general-education plan adopted by New Mexico State U.
- Vassar College film program seeks to instill 'visual literacy'
- Seminary to offer courses in Yiddish language and literature
- Textiles college blends liberal arts and professional courses

For the first time in its 102-year history, New Mexico State University has a general-education requirement for all undergraduates.

Students must take two writing courses as well as courses that meet requirements in critical thinking, social analysis, and "human thought and behavior." Every student will take a fine-arts or literature course, and a historical survey of Western civilization.

The program puts uniform requirements on students in the schools of arts and sciences, engineering, business, agriculture, education, and human and community services. "Until now, there was tremendous inconsistency and no real plan," said Thomas Hoeksema, professor of English and a member of the planning committee for the new curriculum.

The university requires students to take two upper-division courses in two schools other than the one that houses their major. Mr. Hoeksema said the hope was that students would make connections across disciplines and be exposed to multicultural and international perspectives. A universitywide committee approves which courses satisfy that part of the requirement, called "Viewing a Wider World." Among those approved so far are "Agriculture in an Urban World," from the agriculture school, and "Comparative Economic Systems," from the business school.

"Visual literacy" is the goal of a Vassar College program that aims to put the study of film in an interdisciplinary context.

The Luce Program on Cinema, Literacy, and Culture is introducing both students and faculty members to current developments in the study of film, television, and other media. Each year for three years, a different guest scholar will come to Vassar to teach undergraduates and direct faculty seminars. Outside speakers, including an independent film maker from Canada and a scholar of law and culture, will appear on the campus as well.

The interdisciplinary nature of the program has attracted professors from diverse fields to the faculty seminar. The program is supported by the Henry R. Luce Foundation.

This year's visiting scholar is Peter Wollen, a professor at the University of California at Los Angeles. He and a colleague are teaching a course on "Art, Cinema, and Technology" to undergraduates. The faculty seminar relates film theory to other cultural theories.

The Jewish Theological Seminary of America has long taken pride in educating students to read Jewish authors in their native languages. Until recently,

that meant Hebrew, Aramaic, and English. But now the seminary will offer courses in Yiddish language and literature.

"Students won't have to kiss the bride through a veil," said David G. Roskies, professor of Jewish literature. He and others had taught Yiddish literature, but mostly in translation.

The seminary will offer a three-

semester history of Yiddish writers, ranging from Mendele the Book Peddler to Sholem Aleichem to Isaac Bashevis Singer. In addition, this year students can take introductory Yiddish language. Advanced language courses will be introduced later.

Mr. Roskies said religious politics had originally kept Eastern European writers and their lan-

The Philadelphia College of Textiles and Science wants to weave general education with courses that train students for careers in such fields as accounting, architecture, interior design, and marketing.

The new College Studies Program, introduced last semester, is designed for students who plan to become professionals and manag-

ers when they graduate. Liberal arts requirements will focus on broad interdisciplinary themes relevant to work, not on introducing students to scholarly fields.

For example, an American-history course will highlight architecture and the role of working women, said Marion W. Roydhouse, the program director and an associate professor of history. Instead of taking an introduction to sociology or economics, students might study the impact of technology in the modern world.

The college has also added requirements in area studies, "intercultural understanding," and aesthetic appreciation. New majors include biology, product and brand management, and international business.

—SCOTT HELLER

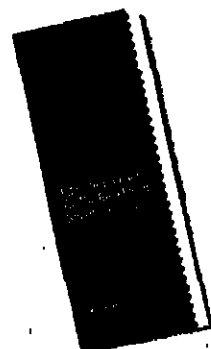
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Personal & Professional

On Line

The obstacle to integrating information technology into the college curriculum is not the technology itself. It is people, according to Mari Mayor, director of the Annenberg/CPP Project.

"Technology requires a different way of thinking about the learning process," Ms. Mayor said at the annual meeting of the Association of American Colleges in Washington this month. "We have to get faculty to see that it is worth their time."

Ms. Mayor said professors should understand that it is all right to admit that they are ignorant about computer technology (everyone else is, too) and ask questions. "Once you get them hooked, faculty members come along and technology works," she said.

When the University of Michigan distributed copies of a new policy on the proper use of information technology, it started a "Think About It" campaign so the documents wouldn't languish on bookshelves.

Virginia E. Reznierski, assistant for policy studies to the vice-provost for information technology, who managed the campaign, called for 50 faculty volunteers to train as leaders of conversations on ethical and unethical practices involving computers, software, and electronic networks. The volunteers—primarily philosophers, ethicists, and lawyers—led two-to-three-hour discussions around the campus.

"Our goal was to clarify values, to let people start to see how somebody else thinks, what the different points of view are that exist on the campus," says Ms. Reznierski. "It was not our job to get them to buy the university policy—just to get them sharing points of view."

Ms. Reznierski estimates that the campaign, which is taking a break right now, reached about 700 people directly and many hundreds more by word of mouth. She says the group leaders liked their job so much that they are ready to do it again at any time.

The Online Computer Library Center has completed the installation of its new \$70-million telecommunications network. The network, which took 14 months to complete, now serves nearly 14,000 libraries in 46 countries.

The OCLC's original network was a dedicated, leased telephone line with all its circuits connected to the center's headquarters in Dublin, Ohio. The new telecommunications network, with more than 280,000 miles of line, is a packet-switching net with 45 nodes in 45 different cities. The six major nodes are connected with each other and with the headquarters.

"Traffic on the new network is averaging about 3 million messages a day," says George Carpenter, director of the Network and Hardware Services Division.

Information Technology

Research Libraries Group Seeks New Focus and New Members

Major shift for organization once widely seen as elitist

By DAVID L. WILSON

Nearly 17 years after it was founded, the Research Libraries Group is reinventing itself, embracing organizations beyond the major research institutions that have made up the bulk of its membership and preparing for further changes in the library community that are driven by the information-technology revolution.

While the RLG's fundamental mission remains one of assisting research and scholarship, the group hopes to cast a wider net for its members, which now number 112. Its president, James Michalko, says RLG will continue its emphasis on collective efforts to solve the problems facing researchers, but those efforts will take place with a much broader group of institutions that have a scholarly clientele.

"That includes the archival community, the museum community, independent research libraries, and learned societies," he says. "The big, productive societies for the future aren't going to be the ones that are determined by institution type," says Mr. Michalko. "They're going to be driven by finding out who's got the same problem and the same mission, regardless of institution."

"We're trying to create a whole different set of alliances," he adds. "Not abandon the library and the library alliances, but bring these other constituencies into the mix."

4 Broad Themes

The shift marks a dramatic change at RLG, says Mr. Michalko. Founded in 1975, RLG has tried to improve access to information needed in education and scholarship. Its original vision could be viewed by outsiders as elitist, Mr. Michalko admits. "The founders genuinely believed that there was a set of institutions that shared unique problems," he says. "As soon as you start to define the group in that fashion, you end up with that elitist baggage. I think what's changed here is that folks recognized that there's an enormous range of contributions to the challenge of supporting scholarship, and that lots of different kinds of institutions make contributions to that."

Mr. Michalko says RLG will concentrate on four broad themes in the coming decade: creating alliances that go beyond the comprehensive research library; dealing with collections and information delivery; protecting materials, such as microfilm and electronic media, designed to preserve printed documents; and assisting in the development of computer systems to use in research on the local level.

"Our mission remains one of improving access to an extended range of research resources," Mr. Michalko says. "What we've done is refocus the agenda: what can we do most productively to make good on the mission."

Mr. Michalko is spending a great deal of his time on the road these days, trying to



James Michalko of the Research Libraries Group: "The big, productive societies for the future aren't going to be the ones that are determined by institution type."

get the word out to prospective members that RLG has changed. Still, he says, the name Research Libraries Group is largely unknown.

Much of the general library community is aware of RLG only peripherally, through the use of the Research Library Information Network, containing RLG's massive data base, which was developed originally for book cataloging. "In a big chunk of the community, the only manifestation of RLG

in the past has been RLIN," says Mr. Michalko.

As part of its reorganization, RLG is in the process of refining the system, with less emphasis on cataloging and more on the ability of the system to bring unique resources to institutions.

Less Important for Book Cataloging

An attempt to link RLG's system with a similar system operated by the Online Computer Library Center sputtered to a halt in June. RLG rejected proposals that would have entailed turning over routine cataloging of materials to the OCLC system immediately and establishing a direct link between the two systems after several years.

The importance of the Research Library Information Network for book cataloging has diminished dramatically for many RLG members.

Continued on Following Page

"What's changed here is that folks recognized that there's an enormous range of contributions to the challenge of supporting scholarship."

Libraries Group Seeks New Focus and New Members

Continued From Preceding Page members, says Joan I. Gutwaks, vice-provost and director of libraries at Emory University. Most major research libraries in the United States have developed their own internal computer systems to handle routine cataloging chores, she says.

New Methods Developed

While standard cataloging on the Research Library Information Network has diminished in importance, she says, RLIN itself remains critical to that same community.

Indeed, RLIN's ability to do highly specialized, technically oriented tasks, using the system's capabilities, is vital to major research institutions, says Donald W. Koeppe, the librarian at Princeton University. In the process of reorganizing, RLIN has streamlined itself, making it better able to use its technical expertise to accomplish tasks that

institutions individually would be unable to complete successfully.

The Research Library Information Network was developed by RLIN because it was far too expensive for individual member institutions to undertake, although re-

"RLG needs to do

things that are

so rare that they

would be unprofitable,

but really critical

to scholarship."

searchers need not be members of RLIN to use it. New methods of using the system have been developed, dealing with issues that no commercial service provider would attempt because there

would be no profit, and more are under development.

"RLG needs to do things that are so rare that they would be unprofitable, but really critical to scholarship," says Mr. Koeppe. As an example, he says, librarians using RLIN's resources can now do cataloging in Arabic, Chinese, Hebrew, Japanese, and Korean. Materials in those languages are not commonly held in American university libraries. "They're very expensive to handle in a research library context, yet they're vital," he says.

RLG offers libraries a way to catalog such items using computers. "It's a real contribution to scholarship," he says—one that would otherwise be unavailable, because a single institution could not make the necessary investment simply to catalog a handful of books on its campus.

RLG is developing other techno-

logical solutions to problems facing libraries. Mr. Michalko cites Ariel, RLIN's recently released document-delivery system used over the Internet, a network of networks. Essentially a sophisticated facsimile machine hooked up to a common desktop computer, Ariel offers the users of interlibrary loans a system that is both more reliable and less expensive than a standard fax machine.

"The Board Was Too Big"

Mr. Michalko hopes to see the development of more tools like Ariel that will be of benefit to scholarship in general. To spur new developments, RLIN has limited the number of seats on its board of directors to 15. Under the old rules, Mr. Koeppe explains, anybody who was a member of RLIN had a seat on the board, a system that became cumbersome as membership grew. "We reached a point where the board was just too big," he says.

At the same time, RLIN eliminated its program committees (another bottleneck), established other forms of collaboration for its members, and made membership much less expensive. (Previously, annual fees ranged from \$5,500 to \$74,000, depending on an institution's size. Fees now range from \$3,000 to \$25,000.) Such moves, says Mr.

"What we've done

is refocus the agenda:

what can we do

most productively

to make good on

the mission."

Michalko, should cause membership to increase and enable RLIN to react to changes in technology much faster.

The changes should also allow widely divergent groups to coalesce around issues of specific importance to them. The new RLIN will emphasize collaboration over cooperation. "We're trying to allow people to be driven by self-interest," says Mr. Michalko. "If, for instance, a really big problem for you is dealing with the preservation of images—photo collections, microfilm, and whatnot—then you ought to be able to find some partner within RLIN to go after that in a productive way. You don't have to be interested in the rest of the agenda."

It is not yet clear that the changes RLIN has instituted will be effective, says Mr. Michalko, who is watching for more productive projects from RLG members and an acceleration in membership growth as signs that the plan is working.

There is always the bottom line to be concerned about, he says. Since it costs less to join, the number of members will have to increase to make up the difference. And since fewer institutions are using the Research Library Information Network for basic cataloging, new services will have to be developed to make up for the anticipated loss of revenue in the future. "Obviously, if we don't stay economically viable, none of this is going to work," he says.

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Information Technology

TECHNOLOGY UPDATE

- Records of 10 Spanish noble families put on optical disks
- Prototype electronic network set up for percussionists
- University hospital substitutes computers for patient charts
- Magnetic cards offer 24-hour access to computer laboratories
- Videodisk images of skeletons used to teach anatomy
- Distance-education center offers free electronic services

Researchers at the University of Florida are computerizing the records of 10 Spanish noble families so the documents will be available to scholars.

Michael Gannon, director of the Institute for Early Contact Period Studies, is overseeing the effort to copy onto optical disks millions of pages of historical documents, dating back hundreds of years. Researchers will be able to use the disks with players attached to desktop computers to search for specific documents.

The project uses scanning devices that can copy documents and pictures in varying shades of gray. With this gray-scale technology, "we can increase the contrast between paper and faded ink, remove water stains, and reduce bleed-through," says Mr. Gannon. "It gives you control over manuscripts that we never had using microfilm."

Mr. Gannon says it takes, on average, less than 30 seconds to copy each page. Even so, "this project will last for at least a decade."

The Spanish records are a treasure trove of information for researchers, says Mr. Gannon. The project has already uncovered an abstracted diary of the 1492 voyage of Christopher Columbus. "We found to our amazement that it had never been cataloged," he says. "This is the kind of material that has not been used by scholars to any appreciable degree."

For more information, contact Michael Gannon, 424 Little Hall, University of Florida, Gainesville, Fla. 32611; (904) 392-1503.

—DAVID L. WILSON

A music professor at Del Mar College in Texas has established a prototype electronic network for percussionists around the world.

The prototype, called the World Percussion Network, has been operating 24 hours a day, seven days a week, since April, according to Norman Weinberg, an associate professor of percussion, who is developing the electronic bulletin board with the Percussive Arts Society. "In the initial stage, we have 20 sub-boards for special-interest groups and 20 different file areas. About 50 people log on regularly," he says.

When the network is operating fully—the target date is November 1992—it will be a source for articles and research papers on percussion, files of digitized sounds, announcements about recitals and tours, and more, says Mr. Weinberg, who is also the principal timpanist and percussionist with the Corpus Christi Symphony Orchestra. "Eventually, we'd like to catalog

all music by composers from around the world," he says. "The best way to describe it is a Library of Congress for percussion."

To use the network, musicians must be with an institution that belongs to the Percussive Arts Society, a professional organization for percussionists. Most colleges and universities with music departments belong, according to Mr. Weinberg.

For more information, contact Norman Weinberg, Del Mar College, East Campus, Corpus Christi, Tex. 78404-3897; (512) 886-1618.

—BEVERLY L. WATKINS

The University of Pittsburgh Medical Center is experimenting with a clinical-information system that eliminates multiple-page charts and makes patient information available on a computer screen at bedside.

With the Critical Care Information System, as it is called, doctors, nurses, and clinicians can enter vital data about a patient, including laboratory reports, from any workstation in the hospital. These data are available instantly in the intensive-care unit as charts and graphs on bedside monitors.

"The system improves our ability to respond promptly to life-threatening changes in a patient's condition and make appropriate decisions," says Keith Stein, medical director of the intensive-care unit, who is overseeing the system's development.

The system is part of a four-year project by critical-care specialists to find a more efficient method for making large volumes of diagnostic information available in the intensive-care unit. Although the system is still experimental—it is being used in just one 14-bed unit—Mr. Stein says he is looking for other applications of its software, such as linking the unit with the hospital pharmacy and even with doctors' offices.

For more information, contact Keith Stein, Critical Care Medicine, University of Pittsburgh Medical Center, 3811 O'Hara Street, Pittsburgh 15213; (412) 647-8410.

—B.T.W.

The University of Michigan's College of Engineering is using a card-entry system that gives students 24-hour access seven days a week to its computer laboratories.

The system functions a lot like an automatic-teller machine. Students slip their campus identification cards, which have magnetic strips, into scanning machines that open doors to authorized people. If the scanner denies access, the reason appears on the screen, along

with a telephone number to call for assistance.

The system paid for itself within a year of its installation through reductions in personnel costs, says John Muckler, manager of computer operations. "We got rid of 80 student monitors," he says.

Today, laboratory assistants check on the laboratories' printers occasionally, and students, who used to get manuals from the lab monitors, now check them out from the library.

Several schools in the College of Literature, Science, and the Arts are now installing card-entry systems modeled on those in the College of Engineering.

For more information, contact John Muckler, College of Engineering, University of Michigan, 229 Chrysler Center, Ann Arbor, Mich. 48109; (313) 936-3501; JOHN.M@ENGIN.UMICH.EDU. —B.T.W.

A professor of anthropology at Cleveland State University is creating an interactive videodisk of images of normal and pathological human and primate skeletons to use in teaching anatomy.

The disk, part of the Skeletal Explorer Videodisk System, will include approximately 21,430 color images of skeletons and 28 minutes of video showing human movement.

Most anthropology laboratories have a small number of human

skeletons and fiber-glass casts of human and primate skeletons, and a small sample of human fossil casts, says John E. Blank, a professor of anthropology, who is developing the disk with a colleague. He says the videodisk, which will have 462 human, 47 primate, and 387 fossil specimens, will simulate a well-equipped skeletal laboratory.

Mr. Blank is using images from the collections of the Cleveland Museum of Natural History, the National Museum of Natural History, the National Medical Museum, and the Smithsonian Institution.

Mr. Blank says he will test the videodisk system in laboratory courses during the 1992-93 academic year and hopes to make it available to faculty members by fall 1993.

The project is supported by the Fund for the Improvement of Postsecondary Education and the National Science Foundation.

For more information, contact John E. Blank, Department of Anthropology, Cleveland State University, Cleveland 44115; (216) 687-2381; R0419@CSUOHIO.

—B.T.W.

ic news, as well as the center's print publication, *The American Journal of Distance Education*.

The on-line forum, called *DOES-IT*, gives distance educators all over the world an opportunity to discuss the issues raised in the electronic news.

For subscription information for both services, contact Morten F. Paulsen, College of Education, Pennsylvania State University, 403 South Allen Street, Suite 206, University Park, Pa. 16801-5202; (814) 865-5855; MFP101@PSU.EDU.

—B.T.W.

Briefly Noted:

■ Northwestern University has received a \$1.5-million grant from the Ameritech Foundation to support an endowed chair in information technology in the School of Engineering and Applied Science.

■ The Department of Energy's Argonne National Laboratory is offering a series of one-semester courses on parallel computing to prepare professors from women's colleges and from historically black institutions to teach undergraduate computing on their campuses.

■ *Empowering Networks: Computer Conferencing in Education*, edited by Michael D. Waggoner, associate professor of higher education at the University of Northern Iowa, is available for \$34.95 from Educational Technology Publications, 700 Palisade Avenue, Englewood Cliffs, N.J. 07632; (201) 871-4007.

■ *Technobabble*, an examination of computer terminology by John A. Barry, is available for \$22.50 from MIT Press, 55 Hayward Street, Cambridge, Mass. 02142; (617) 253-5643.

■ *The New Hacker's Dictionary*, a collection of computer jargon from *ack* to *zorch* edited by Eric Raymond, is available for \$10.95 from MIT Press, 55 Hayward Street, Cambridge, Mass. 02142; (617) 253-5643.

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COMPUTER PROGRAMS

Anatomy. "Cochlear Anatomy," for Apple Macintosh. Requires "HyperCard." Gives students an anatomical tour through the hearing portion of the mammalian inner ear or cochlea; includes 10 animations of histological processing of cochlear tissue for light transmission and electron microscopy; 70 images, and 24 diagrams; \$49.95. Contact: Chariot Software Group, 3659 India Street, San Diego 92103; (619) 298-0202.

Computerized Instruction. "Create, Review, Test," for IBM PC and compatibles. Lets students enter class notes, questions, and answers in the computer, review materials, and test themselves; keeps track of problem areas and focuses reviews and testing in these areas; \$35.50. Contact: Marcollo Soft Inc., P.O. Box 400, Hill City, S.D. 57745; (800) 245-0356 or (708) 554-2650.

Exam preparation. "MicroTest III," for Apple Macintosh. Lets user create banks of up to 15,000 test questions and print tests with up to 300 questions; will produce multiple-choice, matching, true-false, fill-in-the-blank, short-answer, and essay questions; numbers pages and questions; includes diagrams, graphics, and figures; \$139; quantity discounts and site licenses available. Contact: Chariot Software Group, 3659 India Street, San Diego 92103; (619) 298-0202.

Foreign languages. "Mac Second Language," for Apple Macintosh. Requires "HyperCard." Lets students listen to an instructor speaking a foreign language and record and play back their own speech for comparison; \$79.95. Contact: Chariot Software Group, 3659 India Street, San Diego 92103; (619) 298-0202.

Foreign languages. "Spanish for Health Care Professionals," for Apple Macintosh. Requires "HyperCard" and MacRecorder. Lets health-care pro-

fessionals improve their pronunciation of medical words and phrases in Spanish by recording their speech and comparing it to that of a native speaker; covers language for allergies, burns, chest pain, diabetes, seizures, trauma, and more; \$200. Contact: Chariot Software Group, 3659 India Street, San Diego 92103; (619) 298-0202.

Literature. "Shakespeare Scholar Series," for Apple Macintosh and IBM PC and compatibles. Series includes tutorials for seven Shakespeare plays—*Anthony and Cleopatra*, *Hamlet*, *King Henry IV (Part I)*, *King Lear*, *Macbeth*, *Othello*, and *The Tempest*; Chaucer's *The Pardoner's Tale*; Oscar Wilde's *The Importance of Being Earnest*; Alexander Pope's *The Rape of the Lock*; and Gerard Manley Hopkins's *Selected Poems*; each tutorial contains up to 200 questions and essay assignments; \$49 for each Shakespeare play; \$79 for each of the others; site licenses available. Contact: Shakespeare on Disk, Hollow Road, P.O. Box 299, Clinton Corners, N.Y. 12514; (914) 266-5186.

OPTICAL DISKS

Bibliographies. "OCIC Education Library," for CD-ROM players used with IBM PC and compatibles. Data base includes 500,000 bibliographic records of educational materials published in the 19th and 20th centuries; materials include books, journals, theses, data files, slides, newspapers, recordings, filmstrips, microforms, and manuscripts; \$450; updated annually; quantity discounts available. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2590.

Government data bases. "SEC Online," for CD-ROM players used with IBM PC and compatibles. Contains the full unedited text of Form 10K's and 20F's for all NYSE, AMEX, and selected NASDAQ companies, including footnotes and selected exhibits; includes information on accounting principles, business segments, competition, corporate strategies, legal proceedings, mergers and acquisitions, subsidiaries, and more; \$1,600 annually for two disks; updated quarterly; quantity discounts available. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 343-0064 or (617) 769-2590.

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Simulation in engineering educ. Jan. 20-22, 1992. Newport Beach, CA. Call 619-277-3888.

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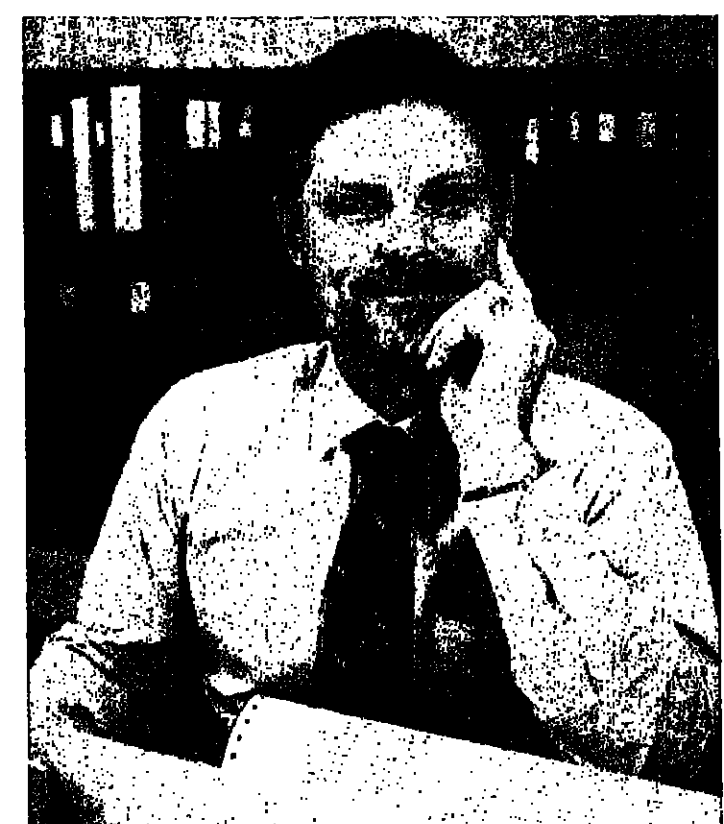
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Government & Politics



David Mertes of California's community-college system: "This review has demonstrated obvious problems in the data base."



Jeremy R. Berg of Jordan College: "The numbers are inaccurate and probably impossible to pin down at this time."

With Their Eligibility for Student-Aid Funds at Stake, Many Colleges Claim U.S. Data on Defaults Are Faulty

By THOMAS J. DeLOUGHRY
WASHINGTON

Six months after the Education Department announced a plan to end the flow of student loans to institutions with high default rates, many of the non-profit colleges and technical schools that would be affected say they have evidence that the department is using faulty figures.

Last July the government identified 178 colleges and for-profit trade schools that were in danger of losing their eligibility for the loan programs because their former students had had default rates in excess of 35 per cent for three consecutive years.

Department officials report that they have succeeded in stopping loans to 117 of the trade schools and to 9 non-profit col-

leges and technical schools. Eleven non-profit colleges and 31 trade schools are still appealing their cases while 10 trade schools have won the right to continue in the programs.

Cutoff Rate to Drop to 30%

Institutions on the department's list are in danger of losing eligibility for Stafford Student Loans, Supplemental Loans for Students, and Parent Loans for Undergraduate Students.

Congress required in a 1990 budget-reduction law that the department stop loans to institutions whose former students have high default rates. The cutoff rate will drop to 30 per cent in 1993. Historically black institutions and colleges controlled by In-

dian tribes must comply with the law by 1994.

Officials at seven California community colleges that are among the non-profits with appeals pending are optimistic they will avoid losing loan eligibility because the state agency that guarantees many of their loans has found errors in the calculation of default rates.

Linda Michalowski, coordinator of student financial assistance for the California Community Colleges system, said the errors had resulted from miscalculations of when students were due to begin repaying their loans. The default rate is calculated by dividing the number of defaults that occur in a year by the number of borrowers

Continued on Page A28

Small Colleges May Face Big Problems Over Animal-Welfare Ruling

By STEPHEN BURD

Researchers say small colleges are likely to face the biggest burdens as a result of a federal-court ruling that extends an animal-welfare law to rats, mice, and birds.

Research universities generally have systems in place to meet the requirements of the law for all the animals they keep, scientists say. Animal-rights activists, however, say that the ruling will force both large and small institutions to provide better care for animals.

The ruling involves the Animal Welfare Act, which Congress passed in 1971. In setting the original regulations to carry out the legislation, the Agriculture Department excluded rats, mice, and birds, contending that Congress had allowed the department to determine the meaning of the term "animal."

She said the distrust of many Americans for their government and the skepticism of many about the official investigation of President Kennedy's assassination were "the result of our government's secrecy policy."

But U.S. District Judge Charles R. Rich-ey ruled this month that Congress had in-

Continued on Page A28



Franklin M. Loew: "Although the regulations will add more bureaucracy and be more time consuming, it may be worth it to make them publicly defensible."

UNCOMMON NEEDS. UN

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Section 2

January 22, 1992

OPINION

The Trials of Reforming Legal Education

By James D. Gordon, III

THE LAW-SCHOOL CURRICULUM has not changed much since the 1870's. That's when Christopher Columbus Langdell, dean of the Harvard Law School, decided that, with a name like his, he desperately needed to discover something before he died. So he discovered the Socratic method, a martial art that uses questions and answers to teach the law.

Students immediately hated the Socratic method with a passion. Langdell's teaching style was so unpopular that Harvard's law-school enrollment plummeted, and rumors circulated that he might be fired. However, when law professors across the country learned how much students despised the method, they quickly rushed to adopt it, and Langdell's job was spared.

Nothing changed for a hundred years. Lawyers may not know much about education, but they know a lot about precedent. Jonathan Swift observed that precedent is important because, in the law, anything that has been done before may legally be done again. So the Socratic method has continued its reign unto the present day.

The Socratic method is good for teaching students how to "think like a lawyer." However, because it's so slow, it's not much good for teaching anything else—except to teach students to hate the sound of their name being called by the instructor. Legal education based on the Socratic method emphasizes legal-reasoning skills rather than specific areas of the law. This generalist approach, of course, has deficiencies.

For example, in recent years law practice has become increasingly complex and specialized. In the old days, most lawyers were sole practitioners after they left law school. A lawyer with a formbook and a Dictaphone was an instant expert in anything. Nowadays things are different, and students equipped primarily with legal-reasoning skills aren't always prepared for what law practice actually entails. Many will find their way to the megafirms, each with a huge flock (technically, a "pride") of lawyers. Each lawyer focuses on one narrow subspecialty—for example, how to convert backyard birdhouses into time-share resort condominiums.

There is also much more law than there used to be. The New Deal, for example, helped to bring about the rise of the regulatory state. In the old days you could clear a wilderness, settle a territory, and declare a war without ever thinking about lawyers. Today you have to consult a lawyer before you hose out the grease pan in your garage. Preferably a grease-pan specialist.

In addition, some of the cases that law students focus on are out of date. Students read hoary medieval cases in which Sir Gawain attacked Baron Relic. Studying ancient swordfights may be interesting, but it



leaves students unprepared to deal with the modern world of electronic fund transfers and licensing agreements for computer software.

Students, in fact, can learn the basic analytical skills in their first year. They endure the second year patiently enough, mostly because they are having a delightful time being wined and dined by prospective employers. Also, there is some satisfaction in being an upper-class student and lording it over first-year students. However, by the time students are in their third year, they are bored out of their minds.

A particular difficulty with the upper-level curriculum is that, basically, there is no upper-level curriculum—merely a smorgasbord of unrelated courses. Students experiencing mental indigestion from combining the enchiladas of environmental law with the fishsticks of federal taxation are desperately reaching for the antacid of reform. To coin a phrase.

Consequently, law schools recently have begun talking about curriculum reform. Of course, any lawyer can talk. Lawyers earn their bread that way. The astonishing thing is that a few law schools are actually doing something.

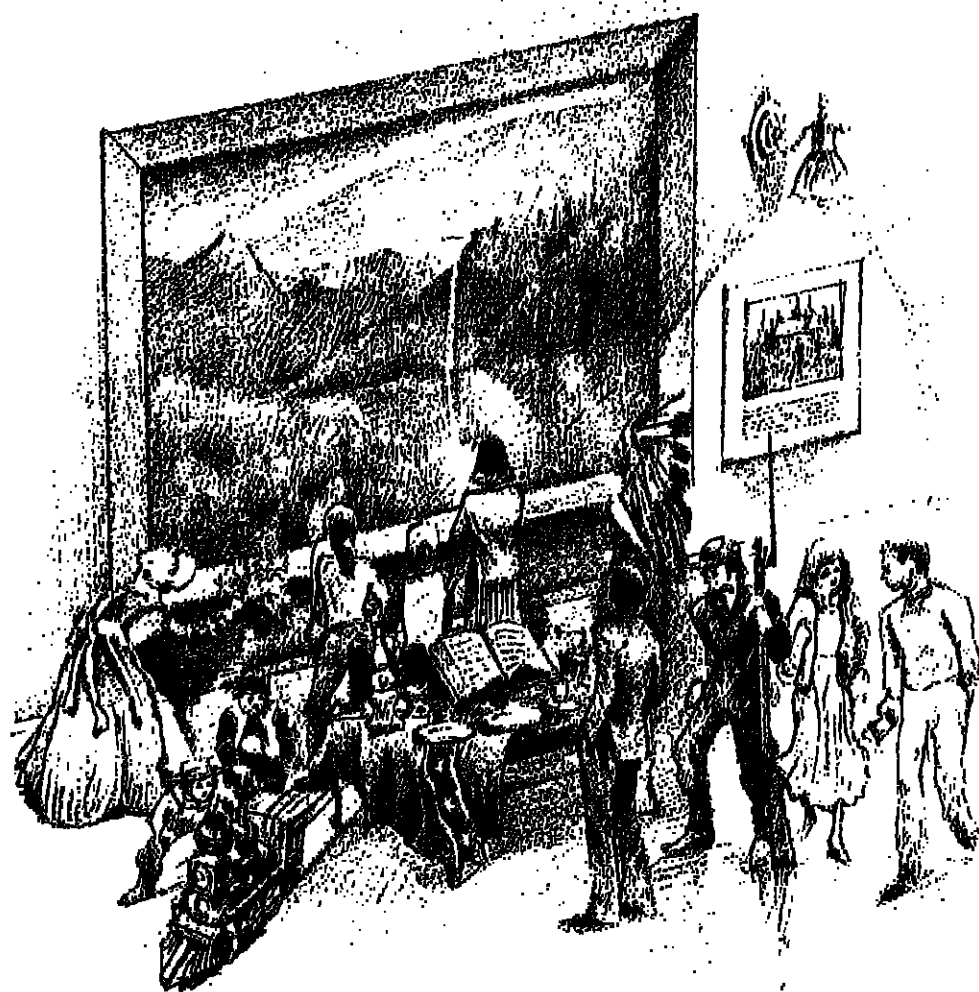
ONE CURRICULUM REFORM is to provide more training in skills besides legal reasoning, including drafting documents and trying cases. Some schools have adopted this reform because employers have complained, with mosquito-like persistence, that new law graduates can't find the courthouse door, even when they are dropped off on the front steps.

However, law professors don't particularly like to teach lawyering skills. If professors had enjoyed the practical aspects of lawyering, they wouldn't have given up a salary of a jillion dollars a year in law practice for the privilege of driving a rusted-out Ford Pinto. Being forced to teach those things without earning a lawyer's salary is the worst of all possible worlds.

The other major curriculum reform being tried is specialization. Rather than take a lot of survey courses in areas that they are not interested in, students can concentrate in a particular area of the law, much like having an undergraduate major. Some schools are beginning to offer specialties in such legal fields as the environment, intellectual property, health care, and international law. Students receive certificates stating that they've specialized in a particular area, which can help set them apart when they look for jobs. It also pleases clients who, oddly enough, don't like paying for a new lawyer's on-the-job training.

Some law professors object, however, because reforming the curriculum is a lot of work. "We only finished reforming the curriculum 100 years ago," they complain.

Continued on Page B3



THE HOOKING FOR THE CHRONICLE

By Alan Wallace
LAST SPRING the Smithsonian Institution's National Museum of American Art became embroiled in a bitter controversy over "The West as America," an exhibition that attempted a revisionist interpretation of images of the frontier. The show became a national issue in May when Sen. Ted Stevens of Alaska accused exhibition organizers of promoting a leftist political agenda and threatened to curtail the Smithsonian's federal financing. Neoconservative columnists spewed invective, calling the exhibition "Marxist," "perverse," "simplistic," "destructive," and, predictably, "politically correct." Publicity surrounding the controversy implied that revisionism in art history was on the verge of taking over the museum world.

Unfortunately, this is hardly the case. Indeed, "The West as America" represented one of the very few attempts in recent years to mount an exhibition along revisionist lines. Despite the prestige that revisionist art history now enjoys in colleges and universities, museums for the most part have done everything in their power to ignore it.

"Revisionist" or "new" art history grew out of the crises of the 1960's when young scholars—many of whom were taking part in the civil-rights, anti-war, and women's-liberation movements—criticized the discipline's narrow focus on problems of connoisseurship and artistic "influence." These scholars began to search for new ways to understand the relation between art and its historical, political, and social contexts.

At first much of the new art history tended to be Marxist or feminist—or, frequently, a combination of the two. In a field that prided itself on upholding standards of "civilization," the "new" art history seemed rough-edged and argumentative. It engaged in confrontational politics, took issue with built-in assumptions and biases, and exposed pervasive sexism and elitism. It also called for increased attention to theories underlying the practice of art history and for the recovery of the discipline's intellectual heritage—the focus on historical and philosophical problems that had made the field central to the humanities in the early decades of the century.

I do not exaggerate when I say that "new" art history was responsible for the discipline's revitalization. Revisionist art historians insisted on discussion and debate in place of the usual numbing silence. Their probing and questioning opened the field to new areas of inquiry and to new theoretical perspectives.

Today revisionism generally dominates academic art history. Leading graduate

Revisionism Has Transformed Art History, but Not Museums

programs vie for the services of Marxists, feminists, and semioticians. Theory has become a crucial part of the curriculum even at such strongholds of tradition as Columbia and New York Universities. Annual meetings of the College Art Association routinely feature sessions on such subjects as the construction of gender, the politics of representation, and the social history of art.

Thus revisionism has transformed academic art history; yet its impact on museum exhibitions has remained slight.

In 1987, the Metropolitan Museum of Art put on a blockbuster exhibition, "American Paradise: The World of the Hudson River School Painters." The first large-scale retrospective since 1945 of Hudson River School landscapes, the exhibition brought together 88 works and featured rooms devoted to canvases by Thomas Cole, Frederic B. Church, and Asher B. Durand.

A FEW MONTHS LATER, the Hudson River Museum of Westchester (N.Y.)—an institution little known outside its immediate area and generally ignored by New York reviewers—staged its own Hudson River School exhibition, "The Catskills." Organized by Kenneth Meyers, a young American-studies professor at Middlebury College, "The Catskills" brought together more than 150 objects—landscape, genre and portrait paintings, prints, drawings, photographs, maps, postcards, books, china, railway timetables, hotel bills, and other artifacts relating to 19th-century Catskill tourism.

The Hudson River School is my particular area of specialization, and I visited the two exhibitions repeatedly. The contrast

between them—one representative of old, traditional art history, the other of the "new"—could not have been more telling.

"American Paradise" was all glossy spectacle. The spacious galleries, the brilliant lighting, and the lush setting combined to produce an experience in which visitors were overwhelmed by the beauty and power of the paintings. Yet something was missing. By viewing the landscapes of the Hudson River School as so many timeless masterpieces, viewers gained no sense of the paintings' history or their historical role. Patronage, contemporary response to the works, the art market, tourism, religious beliefs, industrialization, Jacksonian politics, Manifest Destiny, slavery, the Civil War—all these topics were largely absent from, or rather were absorbed by, the exhibition's pseudo-historical theme. Instead, the show promised visitors gleaming visions of a conflict-free American past, a "return to Paradise," in the words of the advertisement put out by the Chrysler Corporation, the exhibition's sponsor.

"American Paradise" exemplified traditional art historical wisdom: Choose the best works, gather them together under a familiar if tendentious label (Treasures, Masterpieces, Genius, Paradise), add wall texts with a smattering of background information, and, *voilà*, success is pretty much assured. But what if you depart from formula? What if you seriously want to explore relations between art and its historical context? That was the problem the Hudson River Museum set for itself.

The exhibition was laid out in the museum's large central gallery. Paintings hung on temporary walls facing cases with books, prints, and other artifacts related to the paintings. Wall texts set forth basic

range of 19th-century cultural practices, such as tourism, nature worship, and patriotic beliefs that equated American nature with American identity.

"The Catskills" demonstrated one way in which museums can break out of the masterpiece-treasure-genius-paradise syndrome. There are others. An exhibition in 1988 at New York's Center for African Art called "Art/Artifact" subjected the category "art" to a searching examination by recreating the different exhibition formats in which African works have been seen in the United States since the late 19th century. They included a "curiosity room"; a natural-history display complete with diorama; an "atmospheric" big-museum type of installation; and a stark contemporary gallery. The center even included "authentic" period labels.

Another example was the Menil Collection's "Winslow Homer's Images of Blacks" in 1988. Visitors encountered a variety of works—oil paintings, watercolors, lithographs, wood engravings from *Harper's*—that allowed them to explore in detail the artist's complex response to the changing situation of blacks during the Civil War and Reconstruction.

THESE EXHIBITIONS provoked no heated controversies, no blowups over "Marxism" or "political correctness." Still, these and similar pathbreaking shows usually turn up in smaller institutions, sites beneath the notice of the national news media. As a consequence, they reach audiences limited to local museum patrons, students in the area, and art historians in the know.

Why don't larger, national institutions like the Metropolitan, the Museum of

premises. Visitors followed a roughly chronological path. At almost every step, one encountered fascinating juxtapositions—for example, stereoscopic images of the Catskill Mountain House, a rendering of it on Staffordshire china, Frederic Church's painting of the view from the Mountain House, and so forth. There was nothing forced or self-consciously didactic about the installation. Nor did the presence of objects in different media—traditionally a curatorial taboo—detract from the enjoyment of individual artworks.

Still, as you worked your way through the exhibition, you became increasingly aware of how the materials on display denied form, and also helped to constitute, a touristic culture. Seen in this light, landscapes by Cole, Church, Durand, and others began to make greater historical and artistic sense. No longer reified masterpieces, objects of a disembodied aesthetic contemplation, they could be seen in relation to

I BELIEVE that the real reason for museums' reluctance to draw upon revisionist scholarship is their deep-seated fear of controversy and critical thought. Museums like the National Gallery thrive on the notoriety that comes with cheap stunts such as the exhibition of Andrew Wyeth's prurient "Helga Pictures." (Giennine controversy is something else entirely: It raises basic questions, involves people in issues, makes them care passionately about ideas. In a society in which culture ultimately is controlled by corporate elites, controversy is too dangerous—it cuts too close to the nerve.)

I am aware, of course, that museums always have been deeply conservative institutions. Dependent upon corporations, government agencies, and wealthy donors, and presided over by well-heeled trustees usually more interested in prestige and the fate of their personal art collections than the public good, they have every reason to avoid anything that would bring down the wrath of their financial backers.

This built-in conservatism has been reinforced in the last few years by the appearance of dour, neoconservative critics who have taken upon themselves the task of insulating the public from radical or even mildly dissenting views. Their wild-eyed assault on "The West as America"—whatever the exhibition's flaws, its historical premise was hardly novel—will no doubt inspire even greater caution on the part of curators and museum directors.

Thus, prospects for revisionist exhibitions are not especially bright. Still, this should not be cause for despair: Revisionism is here to stay. And this means that its specter will continue to haunt museum corridors.

Alan Wallace, an associate professor of art history and American studies at the College of William and Mary, currently is working on a study of patronage and vision in 19th-century American landscape painting.

OPINION

Modern Art, and the National Gallery mount similar exhibitions? Why have they generally failed to take advantage of the large body of revisionist scholarship now available? Why are they so irrevocably attached to their formulaic blockbusters and treasure-house displays?

The usual response from such institutions—"We give the public what it wants"—begs the question. Indeed, it abdicates responsibility, since museums are supposed to be in the business of shaping, not reflecting, taste. A steady diet of commodified culture can only dull the public's critical capacities. Or is that really the point in an age in which trustees from a leading museum travel to Disney World to study ways of improving exhibition techniques?

"Revisionist ideas about patronage, class, or gender aren't ideas for exhibitions" is another frequent objection. On the contrary, exhibitions can tell complex stories *spatially*. A successful exhibition is not a book-on-the-wall, a narrative with objects as illustrations, but a carefully orchestrated deployment of objects, images, and texts that gives viewers opportunities to look, to reflect, and to work out meanings. Revisionists know this quite as well as traditionalists, as the three exhibitions cited demonstrate. What this objection usually boils down to is a fear that revisionists will neglect or ignore art's aesthetic dimension. This fear makes sense only if you believe that the aesthetic is destroyed by the presence of anything else (historical artifacts, works of art in different media, information about patronage).

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OPINION

MÉLANGE

Students and the Movement for Civil Rights; Lessons From the Life of a Slave; Art and Evil Ideas; an Uncertain Career in Literature

SINCE I BEGAN TEACHING a course on the Southern movement for civil rights, I have made a habit of giving my students a quick quiz on the first day of class. They are asked to identify well-known and lesser-known figures, concepts, and events of the movement and they generally have done poorly, even considering they weren't born when Martin Luther King, Jr., was killed.

Students at a large Southern state university did better than those at two elite private colleges in the North, and while most students could not identify him at all, the Southerners were quicker to identify George Wallace than their counterparts north of the Mason-Dixon Line.

Some students confused Governor Wallace with television newsmen Mike Wallace and Montgomery NAACP leader E. D. Nixon with President Richard M. Nixon. They frequently identified Rosa Parks as "the bus woman."

—Julian Bond, visiting professor of government at American University, in the winter 1991 issue of *Teachers College Record*

THE LIVES of public figures, those whom society comes to regard as great men and women, are often used by historians and biographers to exemplify or define an issue or era from the past. . . . Yet the lives of lesser figures, men and women who lived and died in virtual anonymity, often better illustrate certain aspects of the major issues of a particular period than do the lives of those who, through significant achievement, the appeal of the orator, or the skill of the polemicist, achieve national prominence.

Such is the case with the life of Celia, a slave who lived and died in Callaway County, Missouri. On October 9, 1855, Celia entered the circuit court of

Callaway County, where she stood accused of murder. . . .

The life of Celia, a slave, presents us with a detailed case study of what the historian Charles Sellers referred to as "the fundamental moral anxiety" that slavery produced. This fundamental moral anxiety, and the moral dilemmas that produced it, were at the very heart of the institution of slavery. Until recently they have received little attention from historians, who concentrated instead upon the economic and social aspects of slavery, and upon the political issues it created. . . .

The life of Celia demonstrates how slavery placed individuals, black and white, in specific situations that forced them to make and to act upon personal decisions of a fundamentally moral nature. . . .

Celia's story derives much of its significance, as well as its narrative power, from the nature of the specific issues and moral dilemmas it forced individuals to confront. Her case starkly reveals the relationships of race, gender, and power in the antebellum South, in addition to illustrating the manner in which the law was employed to assuage the moral anxiety slavery produced. Finally, because race and gender are issues with which our society continues to grapple. . . . the case of Celia, a slave, reminds us that the personal and the political are never totally separate entities. . . .

—Melton A. McLaurin, professor of history at the University of North Carolina at Wilmington, in *Celia, A Slave*, published by the University of Georgia Press

AS IDEOLOGIST AND MUSICIAN, Wagner illustrates a general problem, the affiliation between art and evil ideas. One approach is to pretend that the two are finally unrelated, that distin-

guished literature, music, and painting stand above evil ideas and practices. To accept such a view is to deny and sanitize what in most instances the artist does not deny. Radical misinterpretation follows. A second approach, reflected in the Israeli aversion to performances of Wagner, is to proscribe offending works, a policy followed by Israel in the occupied territories and by most Islamic countries toward Salman Rushdie and other dissenters. This, too, is denial and political censorship.

But the reality is that connections between barbarism and culture are common. If one is to care about art and humanity sincerely, there must never be bunting of hooks or ideas. The real task is how, not whether, to read them, to try to see them whole, to appreciate that art and judge the morality together, as actualities of human history.

—Edward Said, professor of English, Columbia University, in the January 12 edition of *The New York Times*

FEW PATHS ARE AS UNCERTAIN as a career in literature. More than the other arts, the one which is centered on the written word lays itself open to a dizzying play of nuances which only the skill of the author—and a favorable wind—render coherent. As the principal medium for thought and narrative, speech and song, words bear a stricter relationship to meaning than image or gesture or sound and yet must encompass all of these if they are to seem alive. The plasticity of words, the wealth of their ambiguities, pose challenge enough to the conventional writer, but to one who seeks to go beyond, to reach new discoveries, the struggle is unrelenting. . . .

—Jason Weiss, writer, in *Writing at Risk: Interviews in Paris with Uncommon Writers*, published by University of Iowa Press

A Few Law Schools Are Actually Doing Something About Reform

Continued From Page B1
"and you're already talking about doing it again?" Then they go back to sleep.

Other professors object that some students don't know what specialty to choose. Therefore, logically, *nobody* should be allowed to choose. Some critics argue that students might want (or be forced) to change specialties after entering law practice, in which case their handsome specialization certificates will be suitable only for wrapping fish. The young lawyers might even have to read a book or something equally odious once they have a job. Students should be able to stop learning when they graduate, just as the professors did.

I THINK that offering students the opportunity to specialize is a good idea, though. My only objection is that not enough specialties are offered. I suggest adding the following:

Advertising. How to appear compassionate and unconcerned about money while appearing in television commercials that flash subliminal messages encouraging people to sue.



Litigation. How to pursue the paper wars of lawsuits. Discover why another forest dies every time a case is filed.

Corporations. How to abuse creditors;

shareholders, employees, consumers, the Internal Revenue Service, and the environment for fun and profit. Mostly profit.

Landlord-tenant law. See how medieval English feudal law has modern applications.

Income taxation. Prepare to be a tax lawyer (someone who is good with numbers but does not have enough personality to be an accountant).

Law-office architecture. How to design a building so that each of the law firm's 1,000 attorneys gets a corner office.

When it comes to curriculum reform, though, most law schools are still at the talking stage. This is the stage where lawyers feel most comfortable. They may not know much about pedagogy, but they know a lot about parliamentary procedure and seating arrangements. So far, most law faculties are still discussing the motion to table the motion to move the table. Meanwhile, don't hold your breath.

James D. Gordon, III, is a professor of law at Brigham Young University.

Northern Illinois University

DEPT. OF EDUCATION PSYCHOLOGY,
COUNSELING AND SPECIAL EDUCATION

COUNSELING FACULTY: (Two Positions)

Assistant Professor. Full-time, tenure-track position in the area of student development. Graduate faculty position in CACREP approved counseling program. Teach courses, supervise interns, and direct research in M.S., Ed.S., and Ed.D. programs. Requirements: Earned doctorate in counseling or counseling psychology. Experience in student development theory and the practice of college student development; ability to teach courses in culture of the college student, student development, and student development programs, issues, and practices. A research/publication program leading to senior membership on the Graduate Faculty is expected.

Assistant Professor. Full-time, tenure-track position in the area of clinical counseling. Graduate faculty position in CACREP approved counseling program. Teach courses, supervise interns, and direct research in M.S., Ed.S., and Ed.D. programs. Requirements: Earned doctorate in counseling or counseling psychology. Experience in clinical counseling and competence as a practitioner and intern supervisor; ability to teach courses in counseling skills and strategies, individual counseling, group counseling, and counseling programs, issues, and practices. A research/publication program leading to senior membership on the Graduate Faculty is expected.

EDUCATIONAL PSYCHOLOGY: (Two Positions)

Assistant Professor. Full-time, tenure-track position in the area of development/learning with emphasis on interest in children at risk of academic failure. Research in Educational Psychology or related field is required. We are particularly interested in candidates with previous college or university teaching experience at the instructor or assistant professor level. Responsibilities include teaching undergraduate and graduate courses in Educational Psychology and development/learning; continuing research and publication; advising graduate students; grant writing; and program, departmental, college, and university service. Knowledge of or experience with the use of new technologies in instruction is desirable. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

Assistant Professor. Full-time, tenure-track position in the area of measurement, research, and statistics with emphasis on interest in an area of Educational Psychology. Requirements: A doctorate in Educational Psychology or related field is required. We are particularly interested in candidates with previous college or university teaching experience at the instructor or assistant professor level. Responsibilities include teaching undergraduate and graduate measurement, statistics, and research courses; continuing research and publication; advising graduate students; grant writing; and program, departmental, college, and university service. Knowledge of or experience with the use of new technologies in instruction is desirable. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

SPECIAL EDUCATION: (Three positions)

Assistant/Associate Professor. Full-time, tenure-track position in the area of education of students with hearing impairments. Responsibilities include teaching, research, service, and advisement. Requirements: Earned doctorate in deaf education, hearing impairment, or related field. An individual with a broad range of experience in teaching of students with hearing impairments including assessment and family interaction across a broad spectrum of ages is preferred. Competence in sign language is highly desirable. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

Assistant Professor. Full-time, tenure-track position in the consultation and collaboration, high-incidence disabilities area (LD/EM/SED). Requirements: A doctorate in Special Education or a related field is required. At least two years' teaching experience with exceptional children in a university setting is preferred. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

Assistant Professor. Full-time, tenure-track position in the second-ary and postsecondary transition, high incidence disabilities area (LD/EM/SED). Requirements: A doctorate in special education is required with an emphasis in mild handicaps with specific interests in transition from high school to vocational programming, employment, and/or postsecondary education. Knowledge of and/or experience with new technologies in instruction is desirable. At least two years' teaching experience with exceptional children, adolescents, or adults in residential, college, teaching experience preferred. Responsibilities include teaching undergraduate and graduate courses in disabilities, special education, and instructional methods both on- and off-campus; advising graduate students; conducting research; grant writing; and program, departmental, college, and university service. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

A letter of application, current résumé, graduate transcripts, supporting documents such as reprints of publications and/or manuscripts in press, and letters of support from at least three references should be postmarked by March 1, 1992. PLEASE SPECIFY THE POSITION FOR WHICH YOU ARE APPLYING. All materials should be sent to: Dr. Susan A. Vogel, Chair, Dept. of Educational Psychology, Counseling, Special Education, Graham Hall 223E; College of Education, Northern Illinois University, DeKalb, IL 60115-2884. If you desire more information about any of the above positions, please call (815) 783-0882. Women, minorities, and persons with disabilities are strongly encouraged to apply.

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Chemistry Polymer Chemist. Tenure-track faculty position in the Chemistry Department. The position is in the area of polymer chemistry. The candidate should have a Ph.D. in Chemistry and a strong background in polymer chemistry. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

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TOWSON STATE UNIVERSITY

Towson State University invites applications and nominations for the following faculty positions effective fall semester 1992. Towson State University, located on a 326-acre campus in a northern suburb of Baltimore, Maryland, is a liberal arts based comprehensive university and enrolls approximately 15,000 undergraduate and graduate students. It is the second largest member of the State University System.

Speech and Mass Communications

Tenure-track Assistant Professor in communication studies. Contingent upon state funding. Doctorate degree, teaching experience and evidence of scholarly activity required. Duties include undergraduate and graduate teaching in some or all of the following areas: interpersonal communication, small group communication, nonverbal communication, public speaking and communication training and development. Supervise Fundamentals of Speech Communication. Possible supervision of interns.

Tenure-track Assistant Professor in television studies. Contingent upon state funding. Doctorate degree, teaching experience and evidence of scholarly activity required. Duties include undergraduate and graduate teaching in some or all of the following areas: television studies, television production, television history, television criticism, television and society. Possible supervision of interns.

Non-tenure track Instructor/Assistant Professor as Assistant Director of Forensics. Contingent upon state funding. Master's degree required. Doctorate degree preferred and necessary for the rank of Assistant Professor. Duties include teaching, supervising, and advising students in forensic science. Possible supervision of interns.

CLOSING DATE ON ALL POSITIONS: FEBRUARY 5, 1992. Send letter of application, curriculum vitae, three letters of recommendation and graduate transcript to: Dr. Ronald J. Mattion, Chairman, Department of Speech and Mass Communications.

TOWSON STATE UNIVERSITY
Towson, Maryland 21204

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NORTHERN MONTANA COLLEGE
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COMPUTER INFORMATION SYSTEMS: Tenure track position teaching courses in computer programming, database management, and systems analysis. Master's Degree required; teaching experience and evidence of scholarly activity preferred. Rank and salary commensurate with education and experience. Screening begins 3/1/92. Available 8/1/92.

DIESEL TECHNOLOGY: Tenure track position teaching undergraduate heavy equipment courses. Teaching in diesel areas such as diesel engines, hydraulics and introduction to diesel engine repair. Master's Degree required; teaching experience and evidence of scholarly activity preferred. Rank and salary commensurate with education and experience. Screening begins 3/1/92. Available 8/1/92.

Assistant Professor. Full-time, tenure-track position in the second-ary and postsecondary transition, high incidence disabilities area (LD/EM/SED). Requirements: A doctorate in special education is required with an emphasis in mild handicaps with specific interests in transition from high school to vocational programming, employment, and/or postsecondary education. Knowledge of and/or experience with new technologies in instruction is desirable. At least two years' teaching experience with exceptional children, adolescents, or adults in residential, college, teaching experience preferred. Responsibilities include teaching undergraduate and graduate courses in disabilities, special education, and instructional methods both on- and off-campus; advising graduate students; conducting research; grant writing; and program, departmental, college, and university service. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

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FACULTY POSITION
IN SCIENCE EDUCATION

Tenure - earning

Assistant / Associate Professor

Northern Michigan University seeks candidates for a position of Assistant or Associate Professor of Education with a concentration in K-12 science education, particularly elementary science education. Special consideration will be given to those candidates with expertise in related areas of science education. The position is in the Department of Education, one of the departments in the School of Behavioral Sciences, Human Services, and Education. The Department has 16 faculty members. All faculty members possess significant experience as practitioners. The teacher education program is a university-wide program, fully accredited by NCATE in May, 1990 at the undergraduate and graduate levels.

Northern Michigan University is a comprehensive institution of approximately 8,500 students, located in the city of Marquette on the shore of Lake Superior. Marquette is a community of 21,000 and is the cultural, commercial, medical, and governmental center of Michigan's beautiful Upper Peninsula. The region offers unparalleled outdoor recreational opportunities in all seasons, while Marquette itself provides a wide range of retail, commercial, cultural, and entertainment opportunities. Convenient access to the Upper Midwest's major population centers of Minneapolis, Chicago, and Detroit is available through Marquette County Airport.

Successful candidates must possess a Ph.D. or Ed.D. degree, a concentration in science education and a foundation in physical and natural sciences, and three years of K-12 classroom teaching experience. College/university experience in teaching and supervising students in pre-professional teacher education is desired. The Department especially encourages individuals with insight into the possibilities of science education methods courses being taught on-site in the local public schools. The appointment will begin on August 26, 1992.

Northern Michigan University encourages all applications including those from minorities and women. Send a letter of application, a current vita and three letters of recommendation, and the names and addresses of three academic professional references no later than February 21, 1992 to:

Dr. James D. Hendricks, Associate Dean
School of Behavioral Sciences, Human Services, and Education



Marquette, MI 49855

Phone: (906) 227-1278

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

Tenure track positions for September 1992
Seeking six practitioners/researchers to strengthen the full-time faculty base of the School.

- ◆ Clinical Social Work: Individuals and Families
- ◆ Human Behavior in the Social Environment
- ◆ Social Welfare Policy
- ◆ Social Work Research

Ph.D. or D.S.W. required for all positions; exceptional A.B.D.'s will be considered. Clinical candidates must have M.S.W. and current clinical practice. Send letter of application and curriculum vitae to: Herbert E. Jones, Dean, Boston University School of Social Work, 264 Bay State Road, Boston, MA 02215.

Women and minorities encouraged to apply.



An equal opportunity, affirmative action institution.

Communication Communication Arts. Fall semester, 1992 fixed term position (contingent upon funding). Courses in interpersonal communication and public speaking. The candidate should have a Ph.D. in Communication or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

Communication Communication Arts. Fall semester, 1992 fixed term position (contingent upon funding). Courses in interpersonal communication and public speaking. The candidate should have a Ph.D. in Communication or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

BULLETIN BOARD: Positions available

Division
Chairperson

The Professional Writing Division is now accepting applications for the senior-level position of Chairperson. The Chairperson reports to the Offices of the Dean of Faculty and Curriculum and is a member of the President's Council. This is a two-month position.

The Division includes six departments: Commercial Arranging, Composition, Film Scoring, Harmony, Jazz Composition and Songwriting. The Division of over one hundred different courses by 68 faculty members serving over 300 students enrolled in its various majors. The Harmony, Arranging and Composition departments, additionally offer required courses for all of the College's 2500 students, including courses in conducting, contemporary, traditional harmony, jazz/pop harmony, arranging and music history.

Reporting to the division chair are six department chairs, two assistant department chairs and a four-person office staff. As a senior academic leader, the division chair is expected to provide vision and leadership for the college's second largest division. The successful candidate's previous experiences and ongoing activity in the writing profession should enable him/her to evaluate the changing demands for writing professionals and relate the impact of these demands to the effectiveness of the division's programmatic offerings; establish appropriate goals for the division; develop annual division budget requests; recruit and maintain faculty for effective divisional teaching; and with the advice of the department chairs and faculty, formulate divisional policies, procedures and standards.

The successful candidate must possess solid musical education as evidenced by a earned advanced degree and/or equivalent professional training; demonstrated skills in leadership, management, evaluation and planning in an educational setting; strong and effective communications and interpersonal skills; established credentials as a composer and/or arranger; teaching and/or administrative experience in a college setting; familiarity with technology as it relates to professional writing; ability to identify and establish appropriate musical and educational direction; a broad stylistic musical orientation; critical understanding and an acceptance of diversity in contemporary jazz, rock, pop, concert music forms; and a proven commitment to excellence appropriate for senior-level leadership in a division whose educational mission is practical training in arranging and composition for today's professional musician. Salary commensurate with qualifications.

Berklee College of Music is a private four-year institution with an educational mission of practical career preparation in the various styles of today's professional music world. The 300 or more internationally respected faculty work with 2900 students from 75 countries and the US.

Please send resume, three letters of recommendation and any supportive background materials with letter of application by MARCH 15, 1992 to an AUGUST 1992 starting date. Incomplete applications will not be considered. Women and minorities are encouraged to apply. Send all materials to: Professional Writing Chair Search Committee, Dept. C, Office of the Dean of Faculty, Berklee College of Music, 1140 Bay State Road, Boston, MA 02215. An Equal Opportunity Employer.

Montana State University
COLLEGE OF BUSINESS

Applications are invited for two full-time, tenure-track or visiting faculty positions in Business Policy/Strategy and in Information Systems. The positions are subject to funding. Required qualifications: Ph.D. or D.B.A. with emphasis in business policy/strategy management or information systems preferred, or doctoral degree in related area (with clear evidence in policy or IS as accepted by AACSB). Candidates who will complete degree requirements during the first contract year will be considered for appointment as assistant professors. In teaching and involvement in scholarly activities. Ability to communicate clearly in English both orally and in writing. TOEFL may be required. Desired qualifications: Relevant professional experience, second teaching area in management or operations management. Academic year salary range is \$42,000 to \$49,650. AACSB accredited, the College of Business places top priority on excellence in undergraduate teaching and encourages and supports applied research. Send letter of application, curriculum vitae, and three references to: Chair, Faculty Search Committee, College of Business, Montana State University, Bozeman, Montana 59717. Telephone (406) 994-4421. Screening begins February 8, 1992. Applications will be accepted until position is filled. MSU provides preference in employment to eligible veterans. For information contact HR/AA, 210-C MH, MSU, Bozeman, MT 59717.

MSU is an AA/EEO employer.

Accounting. Full-time, tenure-track position in the Accounting Department. The candidate should have a Ph.D. in Accounting or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

Accounting. Full-time, tenure-track position in the Accounting Department. The candidate should have a Ph.D. in Accounting or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

PSYCHOLOGY
INSTRUCTOR

Amurillo College has an opening August, 1992 for a person to teach General, Child or Social, and Human Relations Psychology courses. Master's Degree in Psychology required; strong preference for Ph.D. Through five years' college-level teaching preferred. Salary based on Faculty Salary Schedule, excellent benefits. Open to all. Send resume and unofficial transcripts to Personnel Office, Amurillo College, P.O. Box 447, Amarillo, Texas 79178. An EEO/AA Employer.

Clinical, Chiropractic, and
Basic Science Instructors
Needed

Send Resume to:
Parker College of Chiropractic
Faculty Search
2500 Walnut Hill Lane
Dallas, Texas 75229-5658
"An Equal Opportunity Employer"

Communication. Full-time, tenure-track position in the Communication Department. The candidate should have a Ph.D. in Communication or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.



Yale University

School of Forestry and Environmental Studies

205 Prospect Street
New Haven, CT 06521

FOREST MANAGEMENT

The Yale University School of Forestry and Environmental Studies is seeking to appoint a tenured Professor of Forest Management to teach and advise graduate students and to take a leading role in the development of the Weyerhaeuser Program in Forest Resource Management and Policy. The person must have an active research interest in the management of forests for wood products but should also be interested in integrating the multiple uses of forest resources. Interacting with other members of the faculty through interdisciplinary teaching or research is important. A doctoral degree is required.

Please send curriculum vitae; statement of research and teaching interests; the names, addresses, and telephone numbers of three references; and reprints and other examples of academic and professional work to: Professor John C. Gordon, Chair, Forest Management Search Committee.

Deadline for receipt of applications is February 15, 1992 or until suitable candidates are found. The position will be available July 1, 1992. For further information about the Yale School of Forestry and Environmental Studies and the position described above, call 203-432-5076 or 203-432-5107.

BIOMETEOROLOGY

Applications are invited for the position of Assistant Professor in the School of Forestry and Environmental Studies at Yale University. The successful applicant will be expected to teach a comprehensive graduate course in biometeorology, agricultural meteorology, and related subjects. Collaboration with other members of the faculty in long-term research projects (e.g., Forest Management for the Amurillo of Air and Water Resources) is encouraged. The applicant also will be expected to develop and sustain a research program in biometeorology addressing micro- and meso-scale phenomena. Interdisciplinary work (for example, studies of ecosystem structure and function, the transport and ecological impacts of pollutants, and studies of human health and comfort) is encouraged. The applicant should have an active research interest in at least one of the following areas: forests, wildlife, energy, water, fisheries, and pollution.

Please send curriculum vitae; statement of research and teaching interests; the names, addresses, and telephone numbers of three references; and reprints and other examples of academic and professional work to: Professor Robert O. Mendelsohn, Chair, Natural Resource Economics Search Committee.

Deadline for receipt of applications is February 15, 1992 or until suitable candidates are found. The position will be available July 1, 1992. For further information about the Yale School of Forestry and Environmental Studies and the position described above, call Professor Vogt at 203-432-5076 or Professor Paul Barten at 203-432-5121.

NATURAL RESOURCE ECONOMIST

The Yale University School of Forestry and Environmental Studies is seeking to appoint an Assistant Professor of Natural Resource Economics to teach and advise graduate students and to conduct original research. Candidates with background training either in economics, agricultural economics or forest economics are desirable. The individual is expected to apply economics to a broad array of resource questions and the willingness to interact with a diverse set of colleagues in interdisciplinary programs. The applicant should have an active research interest in at least one of the following areas: forests, wildlife, energy, water, fisheries, and pollution.

Please send curriculum vitae; statement of research and teaching interests; the names, addresses, and telephone numbers of three references; and reprints and other examples of academic and professional work to: Professor Robert O. Mendelsohn, Chair, Natural Resource Economics Search Committee.

Deadline for receipt of applications is February 15, 1992 or until suitable candidates are found. The position will be available July 1, 1992. For further information about the Yale School of Forestry and Environmental Studies and the position described above, call 203-432-5120 or 203-432-5076.

ANIMAL OR WILDLIFE ECOLOGIST

The Yale University School of Forestry and Environmental Studies is seeking to appoint an Assistant Professor of Animal or Wildlife Ecology to teach and advise graduate students and to conduct original research. Teaching responsibilities include courses in wildlife ecology and population ecology. Candidates working with terrestrial vertebrates, and those interested in population and community ecology are especially encouraged to apply. The individual is expected to apply ecology to a broad array of resource questions and the willingness to interact with a diverse set of colleagues in interdisciplinary programs. The applicant should have an active research interest in at least one of the following areas: forests, wildlife, energy, water, fisheries, and pollution.

Please send curriculum vitae; statement of research and teaching interests; the names, addresses, and telephone numbers of three references; and reprints and other examples of academic and professional work to: Professor Steven R. Belsinger, Chair, Animal or Wildlife Ecologist Search Committee.

Deadline for receipt of applications is February 15, 1992 or until suitable candidates are found. The position will be available July 1, 1992. For further information about the Yale School of Forestry and Environmental Studies and the position described above, call 203-432-5120 or 203-432-5076.

RESOURCE POLICY

The Yale University School of Forestry and Environmental Studies is searching for a tenure-track faculty member in the area of Resource Policy at the Assistant or Associate Professor level. Appropriate candidates should have a scholarly record of research and publication in matters relating to the formulation and implementation of resource policy. An interest in issues concerning natural resource conservation and management, or formulation and implementation of international resource policy, is desired. Candidates can be trained in a variety of social science and environmental disciplines, although a political science background is preferred.

Please send curriculum vitae; statement of research and teaching interests; the names, addresses, and telephone numbers of three references; and reprints and other examples of academic and professional work to: Professor Stephen R. Keller, Chair, Resource Policy Search Committee.

Deadline for receipt of applications is February 15, 1992 or until suitable candidates are found. The position will be available July 1, 1992. For further information about the Yale School of Forestry and Environmental Studies and the position described above, call 203-432-5114 or 203-432-5076.

Yale University is an Equal Opportunity, Affirmative Action Employer.
Women and minority group members are encouraged to apply.

Communication. Full-time, tenure-track position in the Communication Department. The candidate should have a Ph.D. in Communication or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

Communication. Full-time, tenure-track position in the Communication Department. The candidate should have a Ph.D. in Communication or related field. The candidate should have strong teaching and research skills in order to attain senior membership on the Graduate Faculty.

The College of William & Mary School of Education

Faculty Position in Educational Administration

We invite applications for an Assistant Professor position in the Educational Administration Program of the School of Education. Applicants from women and minorities are especially encouraged. This tenure-track appointment will begin in August 1992, and it provides an opportunity to assume a central role in the School's Master's, Educational Specialist, and doctoral programs in Educational Administration. These programs currently enroll approximately 150 part-time and full-time students.

Qualifications: An earned doctorate in Educational Administration, with an emphasis in general administration at the K-12 level; particular interest and experience in organizational development and educational leadership; administrative experience in K-12 education, including experience as a building principal; demonstrated ability to conduct quantitative and/or qualitative research; and evidence of scholarly contributions to the field of educational administration through research, publications, and presentations at professional meetings. Appropriate teaching experience at the graduate level is also highly desirable.

Responsibilities: Teach master's through doctoral courses in educational administration, including required courses on the principalship, organizational development, and educational leadership; assist in supervising practice and internships in educational administration; advise students at all program levels; serve on examination committees and direct doctoral dissertations in educational administration; maintain scholarly productivity in research, publications, and presentations at professional meetings; participate in School and university-wide governance; and provide service to the field.

The Setting: The College of William & Mary, chartered in 1693, is the nation's second oldest academic institution. It is a highly selective, medium-sized state university committed to excellence in the liberal arts and in graduate professional education. The School of Education has 35 full-time faculty members and enrolls approximately 200 undergraduate students and 900 full-time and part-time graduate students in a full range of master's, Ed.S., and Ed.D. programs.

Application materials should include:

1. A brief cover letter which explains professional education, experience, and suitability for the position.
2. A concise current resume.
3. The names, addresses (including titles and institutions), and telephone numbers of five references.

The search committee cannot consider other unsolicited materials. Complete application materials should be sent to:

James Strouge, Chair
Educational Administration Search Committee
School of Education
The College of William & Mary
P.O. Box 8795
Williamsburg, VA 23187-8795

The review of application materials will begin February 24, 1992, and continue until the position is filled.

The College of William & Mary is an affirmative action/equal opportunity employer.

ASSOCIATE OR FULL PROFESSOR EDUCATIONAL ADMINISTRATION Southern Connecticut State University

The Department of Administration and Supervision in the SCSU School of Education invites applications and nominations for a full-time, tenure-track position in sixth year professional programs, for the preparation of superintendents of schools and intermediate administrators/supervisors at building and district levels. Each candidate must have successfully completed, or nearly completed, a doctorate in educational administration and have a minimum of five years' administrative experience, two of which must be at central office level, preferably as superintendent of schools. Teaching ability is paramount; willingness to engage in research, publication, supervision of administrative interns, and service to public schools is essential.

Position available: August 24, 1992, subject to availability of funding. Minority candidates are encouraged to apply and identify themselves. A letter of interest, resume, and names/addresses/phone numbers of three references should be sent by February 15, 1992, to: Dr. James W. Ruck, Chairperson, Administration/Supervision Department, Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

Development/Development Director. The College Council for the Humanities seeks a Director of Development to design, initiate and manage the Council's fundraising activities, including an annual fund campaign. The Council is currently in the process of raising \$500,000 annually and is seeking a Director of Development to lead the effort. The position requires a minimum of five years' experience in fundraising, preferably in the humanities field, and a commitment to the development of the College. The position is a full-time, non-tenure-track position. Salary and benefits are commensurate with experience and qualifications. Send letter of interest and resume to: Chair, Search 99-6 (Development/Development Director), Southern Connecticut State University, 501 Crescent Street, New Haven, CT 06515.

BOSTON COLLEGE

The School of Education at Boston College offers graduate and undergraduate teacher preparation programs in a liberal arts university with a long tradition of commitment to prepare men and women for service to others. Teacher education programs at the University strive particularly to prepare teachers to work with students who are poorly served by current school practices.

Applications are solicited from individuals who currently hold a doctorate or have substantially completed their dissertation requirements. Candidates must demonstrate a strong record of potential for scholarly productivity and research. In addition to the common expectation of excellent teaching ability, scholarly research, service to the community and to the School of Education, and undergraduate and graduate student advancement, positions are open with expertise in the following areas:

Counseling Psychology. (Search expanded to include all ranks.) Individual with expertise in multi-cultural counseling, alcohol/drug abuse counseling, or counseling survivors of violence for APA-accredited Counseling Psychology Doctoral Program espousing a scientist-practitioner model. The program emphasizes a life span developmental perspective and trains doctoral and master's level counseling psychologists and counselors to primary prevention and treatment strategies within community settings (e.g., schools, private and VA hospitals, homeless shelters, university counseling centers, community mental health centers). The faculty seek an individual who will help increase students' understanding of diverse clients and cultures. A doctorate in Counseling or Clinical Psychology with clinical experience, funded research, and publications are required. Applications will be reviewed after February 1, 1992.

Developmental Psychology. (Assistant Professor, Tenure Stream.) Individual committed to educating students to work with inner city children and youth in human service fields and schools. Position involves teaching developmental psychology and interpersonal relations or personality theories to undergraduate and graduate students. Preference given to candidates whose research and writing address issues of cultural diversity concerning urban children and youth, who use qualitative methodologies and who have potential to secure outside funding. Applications will be reviewed after February 1, 1992.

Candidates should submit a letter of application, full curriculum vitae, and three writing samples to:

Office of the Dean
School of Education
Campus Hall 101
Boston College
Chastat Hill, MA 02107

Boston College, a co-educational Jesuit University of 9,000 undergraduates and 5,500 graduate and professional students, is committed to the ideal of excellence and service to others. An Equal Opportunity, Affirmative Action Employer.

Juniata Search Continued: BIOLOGY

Juniata College invites applications for a continuing position in Biology. The appointment will be made at the associate professor level with the expectation that the successful candidate will serve as department chair.

The College seeks a person with the following demonstrated skills and abilities:

- 1) skills to be an effective and stimulating teacher;
- 2) interpersonal and administrative skills requisite for leading and administering a diverse and vigorous department with a large number of students;
- 3) the ability to mount and sustain an effective research program that involves undergraduates in the area of neurobiology or a closely related field.

The desired specialty is neurobiology with experience in molecular techniques. Teaching responsibilities will include a course in neurobiology. Ability to teach physiology or microbiology would be a plus although it is not required. Released time is available in the first year of the appointment for research and/or curriculum development.

Juniata College is a highly selective independent liberal arts college with traditional strength in the natural sciences. Located in the central highlands of Pennsylvania, the College has an enrollment of 1100 undergraduates with a faculty of 78. The College has recently received major grants from the Whitaker and Kresna Foundations for equipment acquisition in the Biological Sciences and from the Howard Hughes Medical Institute to strengthen undergraduate programs in biology and chemistry. The successful candidate will have the opportunity to help lead in the ongoing efforts at curriculum development.

Send letter of application and resume to: Dr. Karen Wiley Sandler, Vice President and Dean of Academic Affairs, Juniata College, Huntingdon, PA 16602. Review of applications will begin January 20 and continue until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

Human Resources/EO-AA Office. Eastern Montana College, 1300 North 30th Street, Billings, Montana 59701-0308; (406) 657-2278. Preference review if received by February 15, 1992. Position open until filled. EEO/AA.

Economics/Jacksonville University. The College of Business Administration is seeking an outstanding individual in the field of economics for a tenure-track position in Fall 1992. Candidates for this position should have earned a Ph.D. in economics and have demonstrated a high level of proficiency in teaching. Responsibilities include teaching a variety of undergraduate and graduate courses, including Microeconomics, Intermediate Microeconomics, and International Trade. Requires Ph.D. with major in Economics. Salary commensurate with qualifications. Send letter of interest and resume to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

SOUTHEASTERN LOUISIANA UNIVERSITY Hammond, LA 70402

The College of Education is seeking Assistant/Associate Professors in the following tenure-track positions:

DEPT. OF EDUCATION. Effective August, 1992. Ph.D./Ed.D. Teaching, research, and service required. Evidence of scholarly and professional activity; university teaching experience desirable. Application deadline: March 15, 1992, or until qualified applicants are identified. Contact Martha Hoad, P. O. Box 749-SIU, Hammond, LA 70402; telephone (504) 549-2221.

Educational Administrators: Teaching duties in administrative supervision. Experience as elementary/secondary teacher and administrator.

Educational Psychology: Teaching duties in educational psychology. Experience in an appropriate educational setting preferred.

Elementary Education: Teaching duties in elementary education methods. Experience as elementary teacher required.

Reading Education: Teaching duties in reading/fluency. Experience as an elementary teacher required.

DEPT. OF SPECIAL EDUCATION. Two openings for Fall 1992. Inquiry to: W. Morgan Clark, Search Committee, Southeastern Louisiana University, Department of Special Education, P. O. Box 879-SIU, Hammond, LA 70402. Hard money positions, competitive salaries, release time provided for research activity/grant applications.

Speech-Language Pathologist/Assistant/Associate Professor. Ph.D., CCC-SLP with focus on adult neurogenic disorders. Applications are encouraged from persons holding a doctoral degree with distinguished record of scholarship and funding. A versatile individual is desired to teach graduate and undergraduate courses, engage in research and fulfill routine responsibilities such as student advisor and committee work. Competency in neuropsychology and special interest in geriatric population preferred, but will consider competency in voice disorders or stuttering, and/or infant/toddler communication disorders.

Speech Scientists/Assistant/Associate Professor. Ph.D. to teach both undergraduate and graduate courses and manage recently acquired computer-based (IBM and Macintosh) speech science lab.

DEPT. OF HEALTH, P.E., AND DANCE. Available 1992-93 academic year. Doctorate with specialization in adapted physical education and sports medicine. Priority given to candidates with previous successful college teaching experience, NATA certification and a record of research, publication, and grant writing. Duties include teaching both graduate/graduate adapted physical education and sports medicine classes leading to certification; maintaining a focused program of research and scholarship; and assisting with student advising, program development, committee work and other departmental responsibilities. Review of completed applications begins March 4, 1992 and continues until position is filled. Submit letter of application, vita, and three letters of reference to: Betty Baker, P. O. Box 845-SIU, Hammond, LA 70402.

Southeastern Louisiana University is an Affirmative Action, Equal Opportunity Employer and is actively seeking a diversified staff.

NURSING FACULTY POSITIONS

Key tenure leading faculty positions available for Fall, 1992 in Administration, Gerontology, or Oncology. College offers BSN, MSN, and PhD in nursing. Climate supportive of research and scholarly activity with established Nursing Research Center and successful history of external funding. College is part of the only state supported university in Nebraska and of an academic health science center with recognized leadership in liver and bone marrow transplants and cancer research.

Qualifications for the position include: doctorate in nursing or related area, masters in nursing with appropriate specialization, teaching experience at the graduate level in specialty area, and evidence of research and scholarly productivity. Salary and rank commensurate with education and experience. Send letter of interest, curriculum vitae, and names of three references to:

Dr. Rosalee C. Yeaworth
University of Nebraska Medical Center
College of Nursing
600 South 42nd Street
Omaha, Nebraska 68198-5330

AA/EEO

University of Virginia, Charlottesville. Supervise clinical research, teach and supervise students in a master's program, college, and university research projects; provide research and administrative support to the university research projects; and provide research and administrative support to the university research projects. Send letter of interest and resume to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

BULLETIN BOARD: Positions available

UNIVERSITY OF SAN FRANCISCO

School of Education

invites applications for faculty positions commencing Fall 1992

Curriculum and Instruction: Applicant will teach doctoral level courses in Curriculum & Instruction including but not limited to courses in outcome-based instruction, criterion referenced instruction, educational systems management, and personnel supervision and evaluation. In addition, he/she will direct doctoral dissertation research in basic behavioral sciences applied to education and instruction. Applicant must be:

- Knowledgeable in outcome-based curriculum and instruction.
- Skilled in curriculum design and in qualitative and quantitative analysis.
- Knowledgeable of current trends in psychological foundations of learning.
- Knowledgeable in computer and related media applications.

International and Multicultural Education: Applicant will teach courses in, but not limited to, teaching English as a second language and bilingual theory. In addition, he/she will direct doctoral dissertations and master's thesis development. Applicant must be:

- Knowledgeable in the areas of ethnography, historical and participatory research.
- Knowledgeable in teaching English as a second language and bilingual theory.
- Proficient in a language in addition to English.
- Skilled in a particular area of expertise directly related to current critical philosophical issues.

Teacher Education: Applicant will coordinate the Teacher Education program and will teach curriculum and instructional methodology courses for prospective elementary and secondary school teachers in both public and private schools. Applicant must:

- Possess knowledge, skills, and experience necessary to coordinate and supervise student placement and teaching in the field and to work with teacher-practitioners.
- Be knowledgeable in the areas of curriculum development and instructional technology for elementary/secondary schools.
- Be knowledgeable in current teacher education reform activities.
- Have worked with diverse linguistic and cultural groups in urban and suburban, public and Catholic schools.

The above are tenure-track Assistant Professor positions. Applicants MUST possess a Ph.D. or an Ed.D., in addition to demonstrating scholarly potential through research publication. The University of San Francisco is a private, Jesuit, Catholic institution with an enrollment of approximately 6,000 students.

Salary: Competitive
Application Closing Date: February 21, 1992
A letter of application, vitae and three letters of reference should be mailed to:

University of San Francisco
School of Education - Dean's Office
2130 Fulton Street
San Francisco, CA 94117-1080
Attention: Search Committee (Specify department)
The University of San Francisco is an Equal Opportunity and Affirmative Action Employer.

University of Central Florida CHAIR DEPARTMENT OF HEALTH SCIENCES

The Department of Health Sciences at the University of Central Florida invites nominations and applications for senior faculty to serve as chair. An earned doctorate is required. Applicants should possess strong administrative, leadership and organizational skills, a strong record of scholarly publications and research, a record of resource development, knowledge accreditation processes, experience in curriculum planning and development, and an ability to work and communicate effectively with students, university personnel and community organizations. The successful candidate must be eligible for tenure in the department.

The Department of Health Sciences is composed of programs in Cardiovascular Sciences, Health Sciences, Medical Laboratory Sciences, Medical Record Administration, and Radiologic Sciences. The Department of Health Sciences degrees in each of the programs, and a Master of Science in Health Sciences with options in Health Services Administration, Health Education Administration, and Advanced Clinical Skills.

The University of Central Florida is a dynamic and growing university. In past years, enrollments have increased at a rate of more than 10% annually. The 1991-92 student body is approximately 21,500. The Department of Health Sciences has approximately 280 undergraduate majors among the three program areas, and 80 students in the Master of Science program.

Applicants should submit a letter of application, curriculum vitae, and three letters of reference to:

Chair, Search Committee
Department of Health Sciences
College of Health and Public Affairs
University of Central Florida
Orlando, Florida 32816-0125

Screening of applications will begin on February 20, 1992 and continue until the position is filled. UCF is an Affirmative Action, Equal Opportunity Employer. As an agency of the State of Florida, UCF makes all search materials available for public inspection.

Full-time tenure-track assistant professor in the Department of Health Sciences. Responsibilities include teaching two courses in health sciences, research and service in the field, and supervision of students. The position is a full-time, non-tenure-track position. Salary and benefits are commensurate with experience and qualifications. Send letter of interest and resume to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

Counselor Education North Dakota State University

July 1, 1992 Assistant Professor, 12 month, tenure track. Seeking person to teach graduate courses in counseling and supervision with emphasis on research and service to the community. Other responsibilities include supervising student placement and teaching in the field and to work with teacher-practitioners. Be knowledgeable in the areas of curriculum development and instructional technology for elementary/secondary schools. Be knowledgeable in current teacher education reform activities. Have worked with diverse linguistic and cultural groups in urban and suburban, public and Catholic schools. Send letter of interest, curriculum vitae, and three letters of reference to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

Dr. Robert C. Sander, Jr.
Search Chair
School of Education
North Dakota State University
Fargo, North Dakota 58105

Closing Date: January 31, 1992 or until position is filled. NDSU is an Equal Opportunity, Affirmative Action Employer.

The University of Central Florida is a dynamic and growing university. In past years, enrollments have increased at a rate of more than 10% annually. The 1991-92 student body is approximately 21,500. The Department of Health Sciences has approximately 280 undergraduate majors among the three program areas, and 80 students in the Master of Science program.

Applicants should submit a letter of application, curriculum vitae, and three letters of reference to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

The University of Tennessee at Martin

The University of Tennessee at Martin is one of four primary campuses of The University of Tennessee. It is located approximately 100 miles north of Memphis and 145 miles west of Nashville. The campus has a combined graduate and undergraduate enrollment of 5,494. The emphasis of the campus is solidly on excellence in undergraduate instruction. We seek candidates who can demonstrate a similar commitment.

SCHOOL OF EDUCATION

CHAIRPERSON—Department of Physical Education and Health. Candidates must have an earned doctorate in an area related to programs in the department. Successful teaching of the elementary/secondary level; potential for success in administrative, supervisory, and communication skills; command of curriculum development processes; commitment to teacher education, sports management, and fitness management; demonstration of and commitment to scholarship and service. The Department has a faculty of ten who teach in physical education, health, sports management, and wellness. Duties include curriculum development, student supervision, student recruitment, one-half time teaching, supervision of Wellness Center staff, and accreditation activities. Tenure track Associate or Professor level, twelve month position. Screening of applicants will begin on March 2, 1992 and will continue until position is filled. Start date is July 1, 1992.

HEALTH EDUCATOR—Assistant/Associate professor, tenure track. Doctorate in Health Education or related area. K-12 and college teaching, strong interpersonal and communication skills, evidence of teaching excellence in counseling, CPR and First Aid. Candidate must have the ability to teach a variety of school and community health courses and physical education. Health education, promotion of health, and scholarship are expected. Screening of applicants will begin on March 2, 1992 and will continue until position is filled. Start date is August 1, 1992.

MARKETING—Assistant/Associate professor, tenure track. Doctorate in marketing with a publication record preferred. Responsibilities include teaching selected marketing courses at the undergraduate and MBA levels; engaging in research with scholarly productivity; advising students; and participating in university scholarship and governance activities of the school and the university. Applicants should be interested in effective, innovative teaching and curriculum development.

FINANCE—Assistant/Associate professor—tenure track. Doctorate in finance with a publication record preferred. Responsibilities include teaching common body of knowledge courses in financial management and appropriate elective courses; engaging in research and publications; and advising students. Applicants should be interested in effective, innovative teaching and curriculum development.

The University of Tennessee at Martin is an affirmative action, equal opportunity employer. We are particularly interested in receiving nominations of and applications from women and minority candidates.

EDUCATIONAL LEADERSHIP Fall 1992

Full Professor of Educational Leadership. The candidate must be able to demonstrate a strong commitment to the educational administration reform movement and to the development of a doctoral program focusing on the growing cultural diversity of central and south Texas. Responsibilities include serving on the doctoral development team, supervising research, teaching, advising students, and assisting in the ongoing development of a newly established Master's Degree and Certificate programs in Educational Leadership. Required qualifications: Doctorate from an accredited institution; a record of scholarship commensurate with appointment to Full Professor rank with tenure; successful university teaching experience; demonstrated ability to interact in a collaborative manner with faculty; commitment to addressing the needs of a culturally diverse population; collaborative experience with public school districts. Send a letter of application stating interest in the position and a summary of how the required qualifications are met to the search committee. The search committee is composed of: Dr. James W. Ruck, Chair, Educational Leadership Search Committee, Division of Education, The University of Texas at San Antonio, San Antonio, Texas 78249-0934. The deadline for submission of applications is March 1, 1992. The UTSA is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Education/Charleston Southern University. Invites applications for an Assistant Professor in Early Childhood/Elementary Education. The position is a full-time, non-tenure-track position. Salary and benefits are commensurate with experience and qualifications. Send letter of interest and resume to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.

of the mission of a Catholic college and university. The College of St. Francis is a Catholic college offering programs in the liberal arts and sciences in a liberal arts setting. The College of St. Francis is an Equal Opportunity Employer and encourages applications from women and minorities. Salary and benefits are commensurate with experience and qualifications. Send letter of interest and resume to: Dr. Robert C. Sander, Jr., Director, Division of Business, Jacksonville University, 600 University Drive, Jacksonville, FL 32211. Review of applications will begin February 1, 1992. Applications will be accepted until the position is filled. Juniata College is committed to cultural and gender diversity and encourages applications from women and minority candidates. AA/EEO.



FACULTY POSITIONS

Unity College, a small, independent college founded in 1965, offers bachelor's and associate degrees specializing in natural resource management within a liberal arts context. Majors include conservation law enforcement, outdoor recreation leadership, park management, environmental policy, wildlife, aquaculture, fisheries, cover environmental sciences and a bachelor of arts in interdisciplinary studies. Unity's mission includes: 1) education of motivated students from all strata of previous educational experience; 2) importance of all forms of experiential education; 3) general education requirement of forty percent of all course work.

Located on 185 acres of fields and woods set among the rolling hills of central Maine, the college strives for a selective enrollment of 425 students who form a close-knit community with faculty and staff—all of whom share a love of the outdoors and a commitment to the personal development of each individual. Unity is a small New England town with easy driving distance of Maine's famous seacoast, excellent skiing and the cities of Waterville, Augusta and Bangor.

Positions will be filled at the rank of assistant professor to professor and salary (\$19,192-22,500), both commensurate with experience. Unity College faculty enjoy academic freedom with long-term contracts instead of tenure.

BOATYAN Coordinate Ecology major, share enthusiasm in Plant Systematics, Plant Physiology, and Horticulture and participate in General Biology and advanced Ecology. Master of Science required.

ENGLISH Teach composition, American literature and other interdisciplinary humanities courses. Ph.D. in English preferred.

PARK MANAGEMENT Oversee growth of the Park Management major; develop and teach courses such as Introduction to Park Management, Interpretive Relations, and upper level courses, as well as oversee an active interpretive program. Work in conjunction with Conservation Law Enforcement and Outdoor Recreation programs. Requirements include work experience in the field of park management, teaching experience, a master's degree is required, doctorate in park management or related field is preferred.

PHILOSOPHY/HUMANITIES Teach upper-level course on Greek issues and possibly lower-level course on Humanities in World Civilization. Provide wide array of non-major philosophy courses which may include ethics, social and political philosophy, religion, philosophy of science, and aesthetics. Ph.D. preferred.

TO APPLY: Please send letter of application, resume and names of at least three professional references to:

Provost's Office
(Faculty position) Search
Unity College
Unity, ME 04983-2542

Application review begins on February 12, 1992. Unity College, an equal opportunity employer, encourages applications from women and minorities.

LYNDON STATE COLLEGE FACULTY POSITIONS

Fall, 1992

Lyndon State College is a vigorously growing comprehensive institution with degrees through the master's level. Nestled in the mountains of Vermont's Northeast Kingdom, Lyndon enrolls 1,150 undergraduate and 200 graduate and non-degree students, and employs 60 full-time and 50 adjunct faculty.

Lyndon's faculty are especially attentive to an academically diverse student body, including a growing number of non-traditional students. The College's mission emphasizes personal attention to individuals. Faculty are active in campus governance and community service, while effective teaching is an important measure for continued employment. Successful candidates will also demonstrate ability to work harmoniously with colleagues.

Salary is commensurate with experience under collective bargaining guidelines; generous benefit package is provided.

ECONOMICS: Tenure-track Assistant Professor in Interdisciplinary Social Sciences Department to teach macroeconomics and microeconomics as well as advanced courses. Experience/ability to work with Social Science teacher education program desirable. Ph.D. in Economics for award of tenure; may appoint A.B.D. with active pursuit of doctorate.

ENGLISH: Two tenure-track Assistant Professor positions with combinations in Renaissance, Seventeenth and Eighteenth centuries, Writing Process or Advanced Composition. All English faculty teach services courses in writing or genre courses in the program. Ph.D. in English for award of tenure; may appoint A.B.D. with active pursuit of doctorate.

MUSIC: One tenure-track Assistant Professor for one-person department, teaching service courses and pre-professional majors in Communications and Elementary Education. Background in contemporary and non-classical forms, technologies (MTD) and practice desirable. Will coordinate adjunct instructors in applied courses; opportunity to develop curriculum to individual strengths. Ph.D. or M.F.A. in Music for award of tenure; may appoint A.B.D. with active pursuit of doctorate.

Send letter of application and vita (listing names and phone numbers of at least three references) to Chair, Faculty Search Committee, c/o Dr. Rex C. Myers, Academic Dean, Lyndon State College, Lyndonville, VT 05851.

Position will remain open until qualified applicant is found; review of applications will begin March 2, 1992.



FAIRHAVEN COLLEGE

Western Washington University

Faculty Position: Art/Creativity

Fairhaven College, an interdisciplinary undergraduate division of Western Washington University, Bellingham, seeks an artist to fill a full-time tenure track position within a liberal arts curriculum.

Fairhaven College is building a culturally diverse curriculum, faculty and student body and strongly encourages applications from female and minority candidates. Preference will be given to applicants who can serve well an increasingly diverse university community. Candidates should be practicing artists with demonstrated interdisciplinary background and teaching skills. These should include the ability to communicate effectively their knowledge of creativity and the creative process in the liberal arts and interdisciplinary contexts. Fairhaven's interdisciplinary emphasis, candidate's experience in disciplines other than art will also be considered.

Duties include instruction and advisement of students who are encouraged to use an unusual degree of responsibility for the structure and content of their own education and student study projects. The mode of education is highly interactive, both among the students and between the students and faculty.

Employment will begin September 15, 1992. Salary is negotiable subject to qualifications and funding. We will begin considering applications on March 1, 1992.

Send cover letter, resume and names of three references we can contact to:

Glenn Gary, Hiring Committee
Fairhaven College, Box 9118
Western Washington University, Bellingham, WA 98225
Phone: (360) 676-3680

Fairhaven College and WU are committed to enhancing the diversity of the faculty. Minorities, women, Vietnam era veterans and persons with a disability are strongly encouraged to apply. WU is an equal opportunity, affirmative action employer.

MATHEMATICS EDUCATION WESTERN ILLINOIS UNIVERSITY

The Department of Mathematics invites applications for a tenure-track position in Mathematics Education at the assistant professor level beginning Fall 1992 subject to funding. The successful candidate will become part of a core of several members in mathematics education within the Department of Mathematics. The Department of Mathematics is responsible for content and methods courses for elementary, middle, and secondary mathematics teacher education at both the undergraduate and graduate levels in an active mathematics education program. Excellent development opportunities are available for in-service consulting and professional development. Doctorate required. The successful candidate must demonstrate superior teaching and research and professional service activities. Candidates with elementary or middle school emphasis or experience are especially encouraged to apply.

Send curriculum vitae, photocopies of graduate transcripts and at least three letters of reference to: McKinley Scott, Chairperson, Department of Mathematics, Western Illinois University, Macomb, Illinois 61455.

THE SELECTION PROCESS WILL BEGIN FEBRUARY 17, 1992. WU IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. APPLICATIONS ARE ESPECIALLY INVITED FROM MINORITIES, WOMEN, AND HANDICAPPED PERSONS.

Head, Department of Education and Psychology, 5019 Berry College, Mount Berry, Georgia 30149-5019, EOE.

Education: Coordinator of Student Teaching and Field Experience, Department of Education and Psychology, 5019 Berry College, Mount Berry, Georgia 30149-5019, EOE.

Education: Specialist, private liberal arts college with associate professor for undergraduate and graduate education programs. Responsibilities include: teaching, supervision of student teaching, and supervision of graduate students. Doctorate, secondary or elementary education, and experience in mathematics instruction required. Knowledge of de-

velopmental psychology preferred. Applicants must arrange to have three letters of reference and all transcripts sent to: Ray Owensby, Dean, School of Arts and Sciences, Western Illinois University, Macomb, Illinois 61455. Deadline: February 14 of next year.

Education: Doctorate in Education, experience in mathematics education, and experience in mathematics instruction required. Knowledge of de-



S.I. NEWHOUSE SCHOOL OF PUBLIC COMMUNICATIONS

Applications are now being accepted for six expected tenure-track positions in the School of Public Communications, a recognized leader in mass communications education. The School prepares 1,600 undergraduate students and 100 Master's Degree students for careers in print and broadcast journalism and television, radio, photography, advertising, and public relations. A small doctoral program is also offered. The faculty consists of 50 full-time tenure track and visiting professors. The School's physical facilities are among the most advanced in the nation. Successful candidates will enter an educational environment in which excellence in the classroom is a necessary condition for success. Faculty are also expected to engage in scholarly and creative activity that brings distinction to the School.

For all positions, the MA or MS degree is required (except in highly unusual cases where professional experience is particularly strong). The PhD degree will be preferred depending on the candidate's scholarly agenda. Evidence of scholarly and teaching potential are required. All positions start August 1992.

A. Assistant/Associate Full Professor to teach Public Relations principles, writing and campaigns. Strong professional experience in teaching, particularly in business and corporate communications. Rank and salary negotiable.

B. Assistant/Associate Professor to teach Advertising concepts in writing for both print and broadcast media, the conception of advertising campaigns and public policy formation for the electronic media. Knowledge of computerized management information in the electronic media is desired. Rank and salary negotiable.

C. Assistant/Associate Professor to teach Broadcast news writing, reporting, and producing. Significant professional experience in broadcast news, particularly at the network level, is preferred. Knowledge of computers and internet introducing computers into broadcast news education is desired. Rank and salary negotiable.

D. and E. Assistant/Associate Professors to teach in at least two of the following areas: video and/or sound production, writing for the electronic media, electronic media management and programming, electronic media criticism, and public policy formation for the electronic media. Knowledge of computerized management information in the electronic media is desired. Rank and salary negotiable.

F. A sixth position is available for a candidate who can teach in both a broadcast and print area and is a strong candidate for the program. Must possess professional skills that combine elements of C. and E. above. Knowledge of computers is desirable. Rank and salary negotiable at the Assistant or Associate level.

Applications will be reviewed beginning in late January and all searches will continue until the positions are filled. Please provide a detailed resume, evidence of professional and/or academic achievement, and the names and phone numbers of four references. All applications should be addressed to the appropriate chairperson (listed below) at the S.I. Newhouse School of Public Communications, 215 University Place, SYRACUSE UNIVERSITY, Syracuse, NY 13244-2100.

A. Professor Elizabeth Toth D. & E. Professor Peter Moller
B. Professor Charles L. Loefer F. Professor Dona Hayes
C. Professor Dona Hayes

Syracuse University is an Affirmative Action/Equal Opportunity Employer. We are committed to a multicultural environment and encourage minorities and women to apply.



UNIVERSITY OF MAINE at Machias

ASSISTANT/ASSOCIATE PROFESSOR
OF EDUCATION

(With emphasis in Middle Level Education)

The Education Division of the University of Maine at Machias has a tenure track opening for a person with strong academic background and expertise in middle level philosophy, curriculum development and methodology, and in foundations of education.

Applicants should have recent middle school level teaching experience, commitment to excellence in teaching and interest in environmental/natural resource applications in teaching. Doctorate preferred.

Responsibilities: Teaching, advising, supervising field experience, public service; and willingness to participate in development of University of Maine at Machias. The successful candidate will be responsible for middle level teaching education program, emphasizing interdisciplinary/intercultural teaching. UMW/MAU academic partnerships serve K-12 schools, including two Native American reservation schools.

Position to be filled by SEPTEMBER 1, 1992. Consideration of applications begins MARCH 31, 1992, and will continue until position is filled. Candidates should submit: letter of application; detailed curriculum vitae; minimum of three letters of reference; and a brief statement describing goals and interests to: Virginia S. Cheney, Chair, Education Division, University of Maine at Machias, 9 O'Brien Avenue, Machias, ME 04854; (207) 255-3313, extension 235.

The University of Maine at Machias is a 1,000-student, independently accredited campus of the University of Maine system offering undergraduate degrees in education, liberal arts, science and business. Machias is on the Maine coast, 85 miles from Bangor, 65 miles from Bar Harbor. The ocean, lakes, rivers and forests areas provide unusual recreational opportunities.

The University is an Equal Opportunity, Affirmative Action Employer. Minorities are encouraged to apply.

Education: Doctorate in Education, experience in middle level teaching, and interest in environmental/natural resource applications in teaching. Doctorate preferred.

Responsibilities: Teaching, advising, supervising field experience, public service; and willingness to participate in development of University of Maine at Machias. The successful candidate will be responsible for middle level teaching education program, emphasizing interdisciplinary/intercultural teaching. UMW/MAU academic partnerships serve K-12 schools, including two Native American reservation schools.

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ST. EDWARDS UNIVERSITY

St. Edwards University invites applications and nominations for Fall 1992 for the following position:

Bilingual Elementary Methodologist

Teach courses in bilingual elementary methods, reading, content areas, language acquisition and ESL. Supervise field internships and bilingual student teachers. Promote the bilingual education program throughout the state. Perform other responsibilities as assigned. Earned doctorate in education with graduate work in bilingual elementary curriculum, language acquisition and ESL. Competent to deliver college level instruction in Spanish and a minimum of 3 years' teaching experience, preferably at the elementary level. Managerial skills in program administration important. College level teaching experience preferred.

St. Edwards University is an independent Catholic university with a commitment to a diversified community. Our current enrollment is 3,000. The campus is located on a hilltop overlooking Austin, the capital city of Texas. The school was founded by the Congregation of Holy Cross and chartered in 1885.

Salary: \$27,000-\$32,000 for 9 month tenure track appointment. Rank: Commensurate with qualifications and experience.

Review of applications will begin February 7, 1992, and will continue until position is filled. Submit letter of application, complete curriculum vitae, representative publications, official transcripts and three letters of reference regarding professional performance to:

Dr. Frank Smith, Dean
School of Education, Campus Mail Box 1056
St. Edwards University
3901 South Congress Avenue, Austin, Texas 78744-4499

St. Edwards University embraces excellence through diversity and especially encourages applications from members of underrepresented groups.

Applications will be reviewed beginning in late January and all searches will continue until the positions are filled. Please provide a detailed resume, evidence of professional and/or academic achievement, and the names and phone numbers of four references. All applications should be addressed to the appropriate chairperson (listed below) at the S.I. Newhouse School of Public Communications, 215 University Place, SYRACUSE UNIVERSITY, Syracuse, NY 13244-2100.

A. Professor Elizabeth Toth D. & E. Professor Peter Moller
B. Professor Charles L. Loefer F. Professor Dona Hayes
C. Professor Dona Hayes

Syracuse University is an Affirmative Action/Equal Opportunity Employer. We are committed to a multicultural environment and encourage minorities and women to apply.

Education: Doctorate in Education, experience in middle level teaching, and interest in environmental/natural resource applications in teaching. Doctorate preferred.

Responsibilities: Teaching, advising, supervising field experience, public service; and willingness to participate in development of University of Maine at Machias. The successful candidate will be responsible for middle level teaching education program, emphasizing interdisciplinary/intercultural teaching. UMW/MAU academic partnerships serve K-12 schools, including two Native American reservation schools.

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MANAGEMENT

Troy State University, Sorrell College of Business announces a tenure-track position in Management.

The College of Professional Studies was established in 1975 to administer undergraduate and graduate degree programs that integrate experiential and classroom learning. These programs have been designed to meet the unique needs of the University's working adult students. We invite applications for the following faculty positions:

Department of Organizational Studies: The Department offers coursework leading to undergraduate and graduate degrees in the following areas: Information Systems Management, Organizational Behavior, Applied Economics, Human Resources and Organizational Development.

Professional Qualifications: Required: Earned doctorate in an appropriate academic discipline such as Social Psychology or closely related applied social science.

Strongly Preferred: Recent record of published research in organizational studies. Minimum 2 years of college or university teaching experience preferred. Practitioner background in organizational consulting or human resources development. Experience in curriculum design & course development for adult centered programs.

Assistant Professor: Two full-time positions. One will conduct research to make contributions to the field and teach and develop courses in the following areas: Information Systems Design & Development, Information Resource Management, Telecommunications Management, Policy, Law and Economics, New Telecommunications and Information Technologies, Instructional & Education Technologies. Strongly preferred: Practitioner background in telecommunications or information systems management. Practical experience or strong research interest in the integration of information technologies in complex organizations.

The other Assistant Professor will conduct research to make contributions to field of Organizational Studies and teach courses in Organizational Communication, Group Dynamics, Training and Development, and Diversity in the Workplace. Strongly preferred: Practitioner background in Human Resources Development.

Department of Interdisciplinary Studies: The Department offers a variety of courses leading to degree completion for the college's undergraduate and graduate students, academic advising, and the evaluation of experiential learning for academic credit.

Professional Requirements: Required: Earned doctorate in Philosophy or field closely related to Ethics.

Strongly Preferred: Recent record of significant research/publication ethics. Minimum of two years of college or university teaching experience. Experience in curriculum design and course development for adult-centered programs.

Assistant Professor, Ethics: He/she will teach and develop courses across programs in Social Ethics and Organizational and Administrative Ethics.

These are full-time positions, first year probationary appointments followed by renewable multi-year terms. Starting date for the above positions is September 1, 1992, and is subject to final budget approval. Positions will remain open until filled. Please send statement of teaching and research interests, a current resume, and the names and phone numbers of at least three references to:

Personnel Services
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

The University of San Francisco is an Equal Opportunity and Affirmative Action Employer and encourages applications from qualified women and minorities.

Education: Doctorate in Education, experience in middle level teaching, and interest in environmental/natural resource applications in teaching. Doctorate preferred.

Responsibilities: Teaching, advising, supervising field experience, public service; and willingness to participate in development of University of Maine at Machias. The successful candidate will be responsible for middle level teaching education program, emphasizing interdisciplinary/intercultural teaching. UMW/MAU academic partnerships serve K-12 schools, including two Native American reservation schools.

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Education: Doctorate in Education, experience in middle level teaching, and interest in environmental/natural resource applications in teaching. Doctorate preferred.

Responsibilities: Teaching, advising, supervising field experience, public service; and willingness to participate in development of University of Maine at Machias. The successful candidate will be responsible for middle level teaching education program, emphasizing interdisciplinary/intercultural teaching. UMW/MAU academic partnerships serve K-12 schools, including two Native American reservation schools.

Position to be filled by SEPTEMBER 1, 1992. Consideration of applications begins M

UNIVERSITY OF MAINE at Augusta

FACULTY POSITION IN MUSIC

The University of Maine at Augusta is seeking an Assistant Professor of Music to fill a full-time, tenure track, academic year position in Jazz Studies and any of the following: Piano, Double Bass/Electric Bass or Drum/Percussion. Responsible for teaching core curriculum music courses in the Jazz and Contemporary Music program including lecture courses, lessons and advising undergraduates. Emphasis on performance area and theory-related courses, including harmony/jazz theory, transcription, form and analysis. Teaching responsibilities may include other jazz-related areas, pedagogy and/or MIDI and computer applications. Must pursue an active program of recruitment and public service, service on University committees and scholarly or professional activities. Willingness to use alternative delivery systems is essential as well as a willingness to teach non-traditional students. The normal teaching load is twelve credits. Must be accomplished teacher and performer of jazz. Double bass/electric bass or drum/percussion. Master's required; performance skills required. MIDI and/or instrumental/vocal pedagogy experience desirable. Background in European classical music and/or ethnomusicology. Must be available September 1992. Salary will be mid to upper twenties.

UMA is one of seven campuses in the State University System and offers two-year as well as baccalaureate degrees, including 2-year programs in art, architecture and music, and a 4-year program in Jazz and Contemporary Music. This commuter campus and its off-campus centers serve approximately 5,000 students, 90 of whom are majors in the music program. The mission of UMA is to serve both regional and statewide communities in the Community College of the University of Maine System. Instruction is delivered at on-campus and off-campus facilities and by interactive electronic technology. The main campus is located in the state capital of Augusta, which is midway between the scenic coast and the mountains/valleys regions of the state.

Review of applications will begin February 17, 1992. Position will remain open until filled. Application Procedure: Do not send tapes now. Please send letter of application, current resume, transcripts, and the names, addresses and phone numbers of three current professional references to:

Chair, Music Search Committee
College of Arts and Sciences
University of Maine at Augusta
Augusta, Maine 04330

THE UNIVERSITY OF MAINE AT AUGUSTA IS AN
AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

CHAIR of BIOLOGY UNIVERSITY of LOUISVILLE

Nominations and applications are invited for the position of Chair of the Department of Biology. The University of Louisville is a state university with 23,000 students. The Department of Biology has 18 full-time faculty members, 40 undergraduate majors and 50 students enrolled in M.S. and Ph.D. programs. The Department confers a Ph.D. in Environmental Biology. Research interests in the Department range from molecular to ecosystem studies. Preference will be given to candidates whose research program will complement and support current departmental programs in environmental biology. Candidates are expected to have prior administrative experience. Candidates are expected to have research and extramural funding, and academic credentials of applicants will start March 16, 1992. Send curriculum vitae, statement of research interests, and names and addresses of references to: Chair Search Committee, Department of Biology, University of Louisville, Louisville, KY 40292. The University of Louisville is an Equal Opportunity, Affirmative Action Employer. African-Americans, women, and other minorities are encouraged to apply.

PROVIDENCE COLLEGE

Department of Mathematics / Computer Science

Applications are invited for a tenure-track position in Computer Science with a starting date in September, 1992. Applicant must have a Ph.D. in Computer Science and strong interest in teaching. Normative workload is nine credits a semester. Non-Ph.D. will be considered for non-tenure track one-year positions only. Please send letter of application and resume to: Mr. Frank Ford, Department of Mathematics/Computer Science, Providence College, Providence, Rhode Island 02918. Applicant should have transcripts and three letters of recommendation sent to the same address. At least one of the letters must address teaching ability. Applications will be considered as long as position remains open. Providence College is a Roman Catholic four-year liberal arts college conducted under the auspices of the Dominican Friars and is an Equal Opportunity, Affirmative Action Employer. Minority and women applicants are encouraged to apply.

Elementary Education: Kutztown University invites applications for one (1) one-year, full-time position in the Department of Elementary Education beginning in the fall 1992 semester. Responsibilities include teaching, supervising, and advising students in early childhood education, and participating in the development of the curriculum. The successful candidate will have a master's degree in early childhood education, a teaching certificate, and a minimum of two years of teaching experience. Salary is \$28,000 per year. Applications should be sent to: Dr. J. L. Montoya, Search Committee Chair, Department of Elementary Education, Kutztown University, P.O. Box 1930, Kutztown, Pennsylvania 19530. Application deadline is February 15, 1992. Kutztown University, with an enrollment of 7,000 students, is an Equal Opportunity, Affirmative Action Employer. Minority and women applicants are encouraged to apply.

DEPARTMENT CHAIR Department of Health Administration Southwest Texas State University

The Department of Health Administration in Southwest Texas State University's School of Health Professions is seeking applications and/or nominations for the position of Department Chair. The successful candidate will qualify for a tenure track faculty position at the rank of associate professor or professor. This is a twelve-month appointment with a salary commensurate with experience.

The Department of Health Administration is composed of five program areas: Graduate and Undergraduate Healthcare Administration, Long Term Health Care Administration, Healthcare Human Resources, and Allied Health Research. The department is composed of 16 full-time faculty.

QUALIFICATIONS: Applicants must have an earned doctorate in an appropriate area represented by one of the department's programs or related area, and a broad understanding of all programs in the department. In addition, experience in college or university teaching in one of these program areas is required. Applicants must have demonstrated leadership in planning, development, and coordination of instructional programs, teaching, and research; demonstrated leadership in recruitment and supervision of faculty, staff, and students; and demonstrated leadership in planning and control of budgets in Healthcare delivery systems. Applicants must show evidence of involvement in appropriate national/professional organizations, experience in working with accrediting organizations, and be able to demonstrate scholarly activity as evidenced by research and publication in peer reviewed journals. Successful grantmanship is desirable.

RESPONSIBILITIES: The department chair reports to the Dean of the School of Health Professions and serves on school and university committees, performs duties associated with the daily operation of an academic department, and teaches courses in the Department of Health Administration.

Send a letter of application, vita, transcripts, and three current letters of recommendation, and five additional names of individuals who will serve as references to: Dr. Edward H. Seifert, Chair, Health Administration Search Committee, ED 4012, Southwest Texas State University, San Marcos, Texas 78666-4610. Review of applications will begin March 30, 1992, and will continue until a candidate is selected to fill the position. Southwest Texas State University is an Equal Opportunity, Affirmative Action Employer.

BOWLING GREEN STATE UNIVERSITY

Manufacturing: World Class Manufacturing Instructor/Asst. Prof. Instruct plastics processing; metals processing; CNC metal machine operation; hydraulics & pneumatics; quality control; robotics; engineering graphics and Auto-CAD and CAM classes. Identify equipment needs, write specs and assist in final selection procedure; provide academic and career guidance for all students in discipline; identify and recommend expendable materials needed for labs. **Qualifications:** Ph.D. in Industrial Technology, Manufacturing Technology, Industrial Education, Engineering Technology, or Mechanical Engineering preferred; master's degree acceptable; teach courses in areas of competence; and current academic preparation or work experience in CAD, CAM and robotics. **Contract Terms:** This is a full-time academic year position on a probationary track (Ph.D. required) or a temporary contract (master's) with possibility for renewal. Position available March 15, 1992, and will continue until a candidate is selected to fill the position. Send letter of application, vita, transcripts, and three current letters of recommendation to: Chair, Search Committee, Bowling Green State University, Bowling Green, Ohio 43403-3192.

Mathematics: Instructor or Asst. Prof. Teach into courses in math including algebra, statistics, calculus, math for elementary and developmental math. **Qualifications:** Doctorate in math or math education preferred; master's in math or math education required; some teaching experience desired. **Contract Terms:** Full-time academic year position on probationary track (Ph.D. required) or temporary contract (master's) with possibility for renewal for up to five years or conversion to continuing lecturer position. Rank will be dependent upon terminal degree.

Sociology: Instructor or Asst. Prof. Teach social problems, minorities, juvenile delinquency, deviance and social control and criminal justice, social statistics (Education) and Sociology (Arts & Sciences). Research and professional growth are encouraged. **Qualifications:** Ph.D. in Sociology required; some teaching experience desired. **Contract Terms:** Full-time academic year position on probationary track. Position available 8-15-92.

Interested individuals please send a letter of application, vita, copy of all transcripts, and at least three letters of reference (one must be from the past year) are sent to: Office of the Dean, Friends College, BGCU, 901 Rye Beach Road, Huron, OH 44839 by 3-1-92.

PSYCHOLOGY INSTRUCTOR

Amarillo College has an opening August 1992 for a person to teach general, child or social, and human relations psychology courses. Master's degree in psychology required; strong preference for Ph.D. Three to five years' college-level teaching experience; community college teaching preferred. Salary based on faculty salary schedule; excellent benefits. Open until filled. Send resume and unofficial transcripts to Personnel Office, Amarillo College, P.O. Box 447, Amarillo, Texas 79178. An EEO/AA Employer.

An Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Elementary Education: Kutztown University invites applications for one (1) one-year, full-time position in the Department of Elementary Education beginning in the fall 1992 semester. Responsibilities include teaching, supervising, and advising students in early childhood education, and participating in the development of the curriculum. The successful candidate will have a master's degree in early childhood education, a teaching certificate, and a minimum of two years of teaching experience. Salary is \$28,000 per year. Applications should be sent to: Dr. J. L. Montoya, Search Committee Chair, Department of Elementary Education, Kutztown University, P.O. Box 1930, Kutztown, Pennsylvania 19530. Application deadline is February 15, 1992. Kutztown University, with an enrollment of 7,000 students, is an Equal Opportunity, Affirmative Action Employer. Minority and women applicants are encouraged to apply.

Position in Philosophy of Education

The Harvard Graduate School of Education seeks to fill a position in the field of Philosophy at the Junior (non-tenured) or Senior (tenured) level in its Teaching, Curriculum, and Learning Environments Area.

The responsibilities of the position include: teaching introductory graduate courses and advanced seminars in philosophy as it is related to issues concerning teaching, learning and the purposes of education; advising master's and doctoral students in education whose studies incorporate philosophical components; advising doctoral students specializing in issues related to philosophy of education and guiding their dissertation work; and conducting a program of original research and publication in the field.

Candidates are expected to have a doctorate in philosophy, and may come from any one of a number of substantive fields, e.g., aesthetics, social and political philosophy, and philosophy of knowledge. Candidates should also have a substantial interest in the field of education and to issues arising in educational practice.

Application deadline has been extended to February 15, 1992. Please include a brief general statement, a curriculum vitae with a list of publications and the names of three references, a description of research in progress, and two recent publications. Materials should be sent to Vito Perrone, Chair, Philosophy Search Committee, c/o Academic Services, Harvard Graduate School of Education, 122 Longfellow Hall, Cambridge, MA 02138.

Applications from women and minority candidates are especially welcomed. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity.

Harvard University Graduate School of Education

SOUTHWEST MISSOURI STATE UNIVERSITY

Department of Health, Physical Education and Recreation

Physical Education: Assistant Professor, full time, tenure track. Doctorate required with all degree requirements completed by June 30, 1992. Major emphasis in Exercise Science. Expected to teach primarily in the required program with opportunities available in the undergraduate and graduate level program. Priority given to strong evidence of research and scholarly publications. Salary commensurate with qualifications and University guidelines.

The University: Southwest Missouri State University is the second largest University in Missouri with the largest undergraduate enrollment of over 20,000. The Department of Health, Physical Education and Recreation includes Physical Education, Recreation and Leisure Studies, Sports Medicine and Athletic Training, Radiography and Hospitality Therapy.

General Information: Springfield is a high growth, progressive, yet comfortable city of 150,000 and a metropolitan population of approximately 200,000. Located on the Ozark plateau, the city provides immediate access to numerous recreational opportunities afforded by the Missouri Ozarks and plentiful rivers and lakes.

Applications: Applicants must submit a letter of application, vita, copy of all transcripts, and at least three letters of professional references. Applications must be received by March 1, 1992, to be considered.

Send to:

Dr. Patsy F. Miller, Professor
Health, Physical Education and Recreation
Southwest Missouri State University
Springfield, MO 65804; (417) 836-5370

Southwest Missouri State University is an
Equal Opportunity, Affirmative Action Employer.

ASSISTANT/ASSOCIATE PROFESSOR Consumer and Family Economics

9-Month Tenure-Track Position September 1, 1992

Ph.D. in Consumer/Family Economics or related field; demonstrated experience in teaching and scholarship. Salary commensurate with experience and qualifications.

Send CV, transcripts and three references by February 15, 1992 to: Dr. Sheila Mammann, Search Committee Chair, Department of Consumer Studies, Stanner Hall, University of Massachusetts-Amherst, Amherst, MA 01003. An Affirmative Action/Equal Opportunity Employer.

Engineering: Computer Science: Electrical and Computer Engineering: Mechanical Engineering: The University of Colorado at Boulder has a strong institutional commitment to the principle of diversity in all areas. To this end, the University is actively seeking to recruit and retain a diverse faculty. The University is currently seeking a full-time, tenure-track faculty member in the Department of Engineering. The successful candidate will have a Ph.D. in one of the following fields: Computer Science, Electrical Engineering, Mechanical Engineering, or Industrial Engineering. The candidate will be responsible for teaching and supervising graduate students, conducting research, and publishing in the field. The candidate will also be responsible for advising undergraduate students and participating in departmental and university activities. The candidate will be expected to bring a strong research background to the University. The candidate will be expected to have a minimum of five years of teaching experience and a minimum of three years of research experience. The candidate will be expected to have a minimum of three letters of reference. The candidate will be expected to have a minimum of three publications in a peer-reviewed journal. The candidate will be expected to have a minimum of three patents. The candidate will be expected to have a minimum of three awards. The candidate will be expected to have a minimum of three honors. The candidate will be expected to have a minimum of three degrees. The candidate will be expected to have a minimum of three diplomas. The candidate will be expected to have a minimum of three certificates. The candidate will be expected to have a minimum of three licenses. The candidate will be expected to have a minimum of three permits. The candidate will be expected to have a minimum of three registrations. 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CHAIRPERSON INDIVIDUAL & FAMILY STUDIES

The University of Delaware is seeking a chairperson for the Department of Individual & Family Studies. The University is a long-grant institution with an undergraduate enrollment of approximately 14,500. The College of Human Resources, one of 11 degree-granting colleges on campus, has an enrollment of 954 undergraduate and 69 graduate students (full and part-time). The University of Delaware is situated in Newark, a city of 25,000, located in northwestern Delaware.

Applicants must have an earned doctorate in social and behavioral sciences and be active within one or more of the following areas: family studies, early childhood education, human development and aging. Recognition of excellence in research and teaching experience in higher education are required. Candidate will provide leadership in the development of outstanding teaching, research and service programs; coordinate and facilitate undergraduate and graduate programs.

The department offers B.S., M.S. and Ph.D. degrees. Curricula lead to B.S. degree with emphasis in Family and Community Services, Human Development and Family Processes, and Early Childhood Development and Education; M.S. in Life Span Development; and a Ph.D. in Family Studies. Approximately 250 undergraduate and 80 graduate students are enrolled in the Department and there are 21 faculty and professional staff. The Department has a strong commitment to scholarship and teaching as well as to preserve and inservice education. Facilities include a well equipped pre-school laboratory and an adult day care center.

Applicants should include current resume and names of at least three references who could be contacted. Applications and nominations should be mailed to the Search Committee Chair, Dr. Frank R. Scarpitti, c/o Office of the Dean, College of Human Resources, University of Delaware, Newark, DE 19718 by March 2, 1992. Rank is full professor and salary according to experience and qualifications.

The UNIVERSITY OF DELAWARE is an equal opportunity employer which encourages applications from qualified minority group members and women.



FACULTY POSITION Assistant/Associate Professor of Fine Arts

BRENAU COLLEGE is a senior institution of higher education with graduate and undergraduate programs, both on and off campus, and an enrollment of more than 4,000 students. Brenau is located in Gainesville, Georgia, a city with a greater population of 70,000 and situated fifty expressway miles from Atlanta on the shores of Lake Lanier and in the foothills of the Appalachian Mountains. The community possesses a strong, divergent economy, a rich artistic culture, an excellent climate, and the advantage of being close to Atlanta.

Brenau is seeking an individual to coordinate a fashion merchandising program. The candidate would develop and design curriculum, recruit and advise majors, and teach courses in both the fashion curriculum and foundation art courses. An MFA is required and college teaching is preferred.

SALARY: Competitive, negotiable and depends on experience, qualifications, and employment history.

REQUIREMENTS: Health, disability, and life insurance; tuition remission for family retirement.

APPLICATION DEADLINE: Applications accepted until position is filled.

APPLICATION REQUIREMENTS: Submit letter of application, transcripts, resume and three letters of recommendation to: Mrs. Mary Jane Taylor, Chair, Search Committee, Fine Arts Department, Brenau College, Gainesville, Georgia 30601.

BRENAU COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER. APPLICATIONS FROM WOMEN AND MINORITIES ARE ENCOURAGED.

Chair, Graduate School of Business
Dallas Baptist University is seeking a qualified candidate for the position of Chair of the Graduate School of Business. Qualifications include an MBA and doctorate in a related field of study, with a minimum of 3 years teaching experience preferred. Preference will be given to native, Southern Baptist church members.

Dallas Baptist University is a private, Southern Baptist-affiliated liberal arts university with approximately 2500 students, 50% of which are business majors. DBU's primary mission is the integration of faith and learning through quality education.

Send resume to: Larry Lissman, Dean, College of Business, Dallas Baptist University, 7777 West Kiest Blvd., Dallas, Texas 75211-9800.

Dallas Baptist University

English Three non-tenure track positions. Doctorate required. Master's preferred. Successful teaching experience in public school and/or higher education. Commitment to excellence in teaching and scholarship. Salary commensurate with experience. Send resume to: Larry Lissman, Dean, College of Business, Dallas Baptist University, 7777 West Kiest Blvd., Dallas, Texas 75211-9800.

English La Roche College, a Catholic college of 1800+ students, seeks a specialist to teach composition, expository, and introductory literature courses. The candidate must have experience with, or interest in, writing across the curriculum. A desirable record of teaching excellence is required along with an appropriate Ph.D. Four courses lead to a master's degree. Salary commensurate with experience. Send resume to: Larry Lissman, Dean, College of Business, Dallas Baptist University, 7777 West Kiest Blvd., Dallas, Texas 75211-9800.

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ANTICIPATED VACANCIES

THE UNIVERSITY OF TEXAS, BROWNSVILLE IN PARTNERSHIP WITH TEXAS SOUTHWEST COLLEGE SERVES OVER 7,500 STUDENTS IN THE LOWER RIO GRANDE VALLEY. THE CAMPUS IS LOCATED MINUTES FROM BOTH MEXICO AND SOUTH ISLAND. SEVERAL POSITIONS ARE ANTICIPATED FOR 1992-1993. ALL POSITIONS ARE SUBJECT TO ADEQUATE FUNDING.

Positions are tenure track and require a minimum of a master's degree and 18 graduate semester hours in the teaching discipline. Doctorate and college teaching commitment and experience preferred.

COLLEGE OF LIBERAL ARTS

ENGLISH (12 positions) Ph.D. or M.A. in progress toward Ph.D. Versatile teaching skills. Experience with diverse student population a plus. Assignment will include developmental writing and freshman composition.

SPEECH Master's or Ph.D. in Communications or associated field.

SOCIOLOGY Master's or Ph.D. in Sociology.

SPANISH/FRENCH/ITALIAN Master's or Ph.D. in Spanish, plus 10 graduate hours in the second Romance language (French, Italian). Responsible for second Romance language program.

ENGLISH AS A SECOND LANGUAGE Master's or doctorate in TESOL, applied linguistics or related area.

SCHOOL OF EDUCATION

READING M.A. or Ph.D. in Reading. Teach variety of levels UG through graduate.

COLLEGE OF SCIENCE AND MATHEMATICS

MATHEMATICS Master's or Ph.D. Teach variety of UG courses.

SALARY: Competitive and commensurate with credentials.

APPLICATION DEADLINE: February 14, 1992; or until a suitable candidate is found.

APPLICATION REQUIREMENTS: Letter of interest, current detailed resume, transcripts, 3 current letters of professional references. Mail to: Mr. Alfredo C. Zamora, Personnel Director, Texas Southwest College, 60 Fort Brown, Brownsville, Texas 78520.

THE UNIVERSITY OF TEXAS, BROWNSVILLE IN PARTNERSHIP WITH TEXAS SOUTHWEST COLLEGE IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. M/F/H/V.

CHADRON STATE COLLEGE, located in northwestern Nebraska, is a comprehensive state institution of 3,300 students, granting undergraduate and graduate programs.

Send a letter of application, three current letters of recommendation, personal resume and transcripts to: Mr. Ron Busch, Personnel Office, Chadron State College, Tenth and Main, Chadron, NE 69337-2690. EEO/AA/EOU.

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CHADRON STATE COLLEGE, located in northwestern Nebraska, is a comprehensive state institution of 3,300 students, granting undergraduate and graduate programs.

CHADRON STATE COLLEGE

Special/Elementary Education

Assistant Professor of Special/Elementary Education to teach Special and Elementary Education. Tenure track position effective August 21, 1992. Doctorate in Special/Elementary Education; salary commensurate with experience and degree. Open until filled; review of position begins March 2, 1992.

Business (Accounting/Finance)

Assistant/Associate Professor of Business to teach undergraduate and graduate courses in Accounting and Finance. Tenure track position effective August 21, 1992. Doctorate in Business Administration (accounting/finance); MBA with strong background in accounting/finance; salary commensurate with experience and degree. Open until filled; review of position begins March 2, 1992.

Music

Instructor/Assistant Professor of Music to teach percussion, improvisation, arranging and jazz history; direct jazz ensemble and combos. Tenure track position effective August 21, 1992. Master's degree required; doctorate preferred with successful experience as jazz conductor, performer and teacher. Salary commensurate with experience and degree. Open until filled; review of position begins February 14, 1992.

Business

Instructor of Business to teach undergraduate classes in Accounting and Marketing. One-year replacement position effective August 21, 1992. Speedy "Business replacement" on your letter of application. Master's degree required; MBA preferred. Salary commensurate with experience and degree. Open until filled; review of position begins February 14, 1992.

Chadron State College, located in northwestern Nebraska, is a comprehensive state institution of 3,300 students, granting undergraduate and graduate programs.

Send a letter of application, three current letters of recommendation, personal resume and transcripts to: Mr. Ron Busch, Personnel Office, Chadron State College, Tenth and Main, Chadron, NE 69337-2690. EEO/AA/EOU.

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CHADRON STATE COLLEGE, located in northwestern Nebraska, is a comprehensive state institution of 3,300 students, granting undergraduate and graduate programs.

and, therefore, the results of the analysis are not statistically significant.

MONTEREY PENINSULA COLLEGE

Monterey, California

Monterey Peninsula College is located on a wooded setting overlooking Monterey Bay and is characterized by its informality and student-oriented atmosphere. It is committed to an open door admissions policy and a comprehensive curriculum offering transfer, vocational-technical, and community education. M.P.C. serves more than 10,000 culturally and socio-economically diverse students who enroll each semester.

FACULTY/ADMINISTRATIVE VACANCIES

MATHEMATICS INSTRUCTOR

Full Time, Tenure Track
Work year: 177.5 days
Salary range: \$28,233-\$39,605

VICE PRESIDENT
ADMINISTRATIVE SERVICES
Full Time, 12-month position
Salary starting at \$6,267 per month

Excellent fringe benefits. Must meet new state minimums. Master's degree or equivalent required, or possess appropriate California Community College credential.

DEADLINE FOR RECEIPT OF REQUIRED APPLICATION MATERIALS
MARCH 11, 1992 AT 5 P.M.

Positions contingent on funding and Governing Board approval. For a complete announcement and the required application materials, contact:

Monterey Peninsula College Human Resources
980 Fremont Street
Monterey, CA 93940-4799
Phone: (408) 646-4016
FAX: (408) 655-2627



An Equal Opportunity Affirmative Action Employer

THE ALEX G. NASON PRIZE 2-YEAR COMPUTATIONAL SCIENCE POSTDOCTORAL FELLOWSHIP AT SYRACUSE UNIVERSITY

The Alexander G. Nason Prize 2-year postdoctoral fellowship encourages talented scientists to participate in the research of the Syracuse Center for Computational Science (SCCS) at Syracuse University. SCCS, directed by Geoffrey Fox, offers an interdisciplinary program where researchers use high performance parallel computers on scientific and industrial applications and develop hardware, software and algorithms. The Alex G. Nason Prize, a 2-year computational science postdoctoral fellowship for 1992-93, will begin in either the Summer '92 or Fall '92 semester. Individuals who have been awarded a Ph.D. in the past 3 years (living '89 or later) are eligible. Preference will be given to applicants who have demonstrated ability in interdisciplinary research, combining computer science with application areas. Current application areas of interest include Physics, Financial Modeling, Neuroscience, Aerospace Engineering and Virtual Reality. The parallel computing facilities of Syracuse University, including the Connection Machine CM-5, the DECcomp 12000, the CRAY, and the T3E, are available to the fellows. The Nason Prize for 92-93 will include a salary of \$50,000 plus fringe benefits, a \$5,000 annual research fund and a \$5,000 departmental fund to assist the fellow with relocation, personal workstation support, conference travel, etc. For more information, contact Betty LaFollette at (315) 443-1722 or send mail to BLaFollette@syr.edu. To apply, send a cover letter, curriculum vitae, and three letters of reference to: Betty LaFollette, Support Coordinator, NACSCS, 111 College Plaza, Syracuse, NY 13244-6100. Materials must be postmarked on or before February 15, 1992. Syracuse University is an EOE/AAE Employer.

History: Modern European History. The Department of History/Political Science at the College of St. Francis offers applications for a full-time faculty position at the Assistant Professor level beginning August 1992. Primary field in Modern Europe with a secondary field in World War II area (Asia, Middle East, or Asia preferred). Successful candidate will teach introductory courses in Western Civilization, and upper level courses in the history major. Ph.D. required at the time of employment. The College is implementing a new core curriculum and the history faculty will participate in teaching in this program. The College of St. Francis is a Catholic college offering majors in the liberal arts and sciences as well as professional, pre-professional and

career programs at both the undergraduate and graduate levels. CSF is located thirty-five miles southeast of Chicago. CSF is an Equal Opportunity Employer and encourages the applications of qualified women and minorities. Salary and benefits are competitive. Send letter of application, curriculum vitae, sample syllabi, three letters of reference, and transcripts to: Ms. Joanne Carrahan, History Search Secretary, College of St. Francis, 500 Wilcox Street, Joliet, Illinois 60433. Review of applications will begin February 15, 1992, and will continue until the position is filled.

History: Eastern Illinois University, East 25, 1992. Teach Afro-American History

DIRECTOR OF COMMUNICATION SERVICES

Slippery Rock University, one of fourteen universities comprising the Pennsylvania State System of Higher Education, is seeking applications for the position of Director of Communication Services within its Division of University Advancement. Reporting to the Executive Director for University Advancement, this individual is responsible for planning, organizing, and implementing a comprehensive communication program to promote the University's mission and to enhance its image throughout its constituencies. The position is responsible for an ambitious communications program that includes promotion and publicity, publications, graphic design, media relations, photography, printing and duplicating services, and advertising. Other responsibilities include developing strategy, budgeting, scheduling, and coordinating all projects within the office.

Bachelor's degree in journalism, communication or in a related field, experience in supervision of professional staff, and a minimum of five (5) years of experience in professional writing, public and media relations and publication design required. Candidates must have a thorough knowledge of desktop publishing and an understanding of printing processes. A master's degree is highly desirable. Minorities and women are especially encouraged to apply.

Send letter of interest, current resume, and the names, addresses and telephone numbers of three (3) professional references to:

Mr. Edward R. Bucha

Executive Director for University Advancement

Slippery Rock University

100 Old Main

Slippery Rock, PA 16057

Minimum starting salary is approximately \$37,000, plus excellent fringe benefits.

To ensure consideration, application materials should be received by February 24, 1992.

SLIPPERY ROCK UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

CLAREMONT MCKENNA COLLEGE

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Immediate Opening ASSISTANT DIRECTOR OF ADMISSIONS

Lock Haven University is located in Lock Haven, Pennsylvania, in the central region of the state along the West Branch of the Susquehanna River. With enrollment of 3,700 students, including a branch campus in Clarksburg, Pennsylvania, and an academic center in Williamsport, Pennsylvania, it is a multi-campus institution offering bachelor's degrees in Arts and Sciences and Education and a Master's degree in Education. Lock Haven University is one of fourteen institutions in the State System of Higher Education with a special mission in the area of International Education.

Responsibilities: The Assistant Director of Admissions will be responsible for the organization and implementation of a comprehensive admission program. This will include the development of campus based and external recruitment activities which are designed for prospective students, parents, graduate counselors and others associated with the admissions process. The Assistant Director will be involved in all phases of admissions work, including evaluation and decision making, interviewing and numerous routine office functions.

Qualifications: Applicants must have an earned bachelor's degree with a master's degree preferred and experience or related experience in the admissions field. The position requires accomplished planning and organizational skills along with the ability to communicate effectively and relate positively with various publics. An individual with high energy is required to assume the responsibilities of the position and the extensive travel schedule.

Salary: Commensurate with qualifications. Salary range is \$27,350 to \$36,401 for 12 months; paid holidays, paid hospitalization, life insurance, paid prepayment, retirement (optional state plan or TIAA-CREF) and dental and vision care plan.

Starting Date: April 1, 1992.

Application: Forward letters of application, including a detailed resume and references by February 14, 1992, to Ms. Angeline M. Baum, Assistant Director of Admissions, Office of Admissions, Lock Haven University, Lock Haven, PA 17745.

LOCK HAVEN UNIVERSITY IS AN

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

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Curator of Manuscripts Harvard College Library

Reporting to the Librarian of the Houghton Library, the Curator provides imaginative leadership for one of the world's pre-eminent collections of manuscripts. The collections, over 5,000,000 items, comprise papyrus, early European manuscripts, extensive literary manuscripts (including the most significant archive of nineteenth- and twentieth-century American literature), publishing records, photographs, musical scores, philosophical writings, and political, missionary, and other historical materials.

The Curator is responsible for the development, cataloging, and conservation of the collections, and for fundraising, scholarship, teaching, exhibitions, and publications based on the collections. The Department maintains an ambitious acquisitions program through purchase, gift, and bequest. The Curator will assume responsibility for introducing electronic cataloging and broadening access through the national utilities.

Qualifications: an advanced degree in an academic discipline related to the holdings; successful experience within special collections or comparable area; distinction in one's scholarly work; the ability to supervise department members and to work in concert with colleagues in other departments to further the educational and research mission of the Library as a whole.

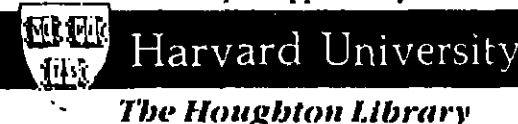
Anticipated hiring salary: mid \$60s

Available: Spring 1992

Major Benefits: One month's vacation; generous holiday and sick leave; choice of health plans; dental insurance; life insurance; University-funded retirement income plan; tax-deferred annuity options; tuition assistance.

The Search Committee will begin screening applications on February 1, 1992 and will continue until the position is filled.

To apply, please send a letter of interest, resume and the names of three references to: Hazel C. Stamps, Director of Personnel Services, Harvard College Library, Widener 188, Cambridge, MA 02138. Harvard University upholds a commitment to Affirmative Action and Equal Opportunity.



The Houghton Library

FLORIDA INSTITUTE OF TECHNOLOGY

Director of Undergraduate Admissions

The director of undergraduate admissions is responsible for developing and implementing the marketing and recruiting plan for the undergraduate school of technology of the university. The director reports to the vice president for student affairs.

Florida Institute of Technology is the only independent technological university in the Southeast. Founded on the west coast of Florida near the Kennedy Space Center, the highly respected university provides a wide range of undergraduate, masters, and doctoral programs to over 6,000 students.

The successful candidate will meet the following requirements:

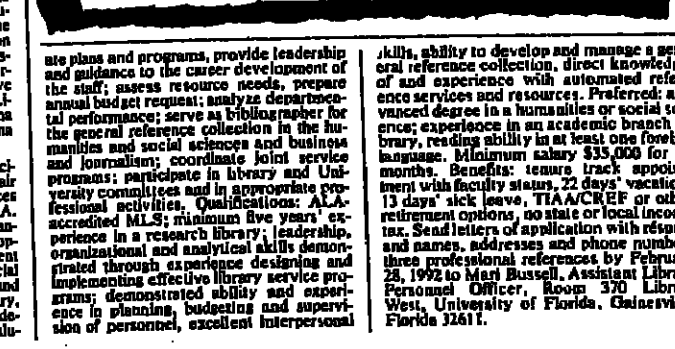
- Master's or Ph.D. degree in a related field of study
- Outstanding record of progressively increasing academic achievement in the field of undergraduate admissions
- Demonstrated experience in marketing, recruiting through analysis
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- Knowledge of and experience in undergraduate recruiting
- Commitment to quality curriculum and teaching
- Demonstrated ability to work with all segments of the university community
- Outstanding communication skills (writing and speaking)
- Admissions experience in technology-related fields is a strong asset

Initial screening will take place in March and on campus interviews for finalists will be held in April, 1992. Preferred start date is May, 1992. A completed application will include current resume, letter of interest, and three letters of recommendation. Salary and fringe benefits are competitive; commensurate with experience.

Contact: Dr. Richard A. Hudson
Dean of Students & Chair of Search Committee
Florida Institute of Technology
150 W. University Blvd.
Melbourne, FL 32901

F.I.T. is an EEO/AA Employer

History: Native American History. Assistant Professor position in the Department of History. The position will be responsible for teaching and supervising students in the field of Native American history. The position will also be responsible for research and publication in the field of Native American history. The position will also be responsible for advising students in the field of Native American history. The position will also be responsible for coordinating the department's activities in the field of Native American history. The position will also be responsible for representing the department in the field of Native American history. The position will also be responsible for participating in the department's activities in the field of Native American history. The position will also be responsible for contributing to the department's activities in the field of Native American history. The position will also be responsible for collaborating with other faculty members in the field of Native American history. The position will also be responsible for mentoring students in the field of Native American history. The position will also be responsible for supervising students in the field of Native American history. The position will also be responsible for teaching students in the field of Native American history. The position will also be responsible for conducting research in the field of Native American history. The position will also be responsible for publishing research in the field of Native American history. The position will also be responsible for presenting research in the field of Native American history. The position will also be responsible for participating in conferences in the field of Native American history. The position will also be responsible for attending conferences in the field of Native American history. 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UNIVERSITY OF CALIFORNIA

OFFICE OF THE PRESIDENT

Environmental Safety and Health Manager

FOR

Department of Energy

Laboratory Oversight Program

The Office of the President is the central administration for the University of California System. In addition to administration of the nine campuses in the system, the Office of the President, under contract with the Department of Energy (DOE), manages three laboratories: Lawrence Berkeley, Lawrence Livermore, and Los Alamos National Laboratory.

Reporting to the Special Assistant for Laboratory Administration, this position will serve an important role in oversight of activities relating to compliance with ESH&H laws, regulations, and orders, and will provide overall policy guidance on ESH&H issues. While primary responsibility for ESH&H remains within the management of each individual laboratory, this manager will have the following responsibilities: policy oversight and development, self assessment and contract compliance; periodic review of the effectiveness of performance-based criteria to contract compliance; analysis/review of new DOE ESH&H orders and coordination of compliance; review of ESH&H audits and development of corrective actions; review/coordination of responses to ESH&H enforcement actions; serve as primary spokesperson with DOE ESH&H spokesperson for live University on ESH&H issues at the lab, and coordinate related public meetings; facilitate communication among the labs regarding ESH&H issues.

QUALIFICATIONS: Education and experience equivalent to completion of a Master's degree in a technical field related to ESH&H; substantial experience in waste or environmental management, industrial hygiene or safety, or health physics; experience in government agency and/or knowledge of federal requirements; background with a scientific research and development organization; demonstrated ability to work effectively and manage efficiently in a large, complex organization; excellent writing, analytical and communication skills. A DOE "Q" clearance will be required.

Compensation will be commensurate with qualifications and experience. AA/EOE.

Resumes should be sent by February 28, 1992 to: Betty M. Armstrong, Helrick & Struggles, Inc., 300 S. Grand Ave., Suite 2400, Los Angeles, CA 90071-1685.

Director of the Institute of Portland Metropolitan Studies

School of Urban and Public Affairs

Portland State University

The School of Urban and Public Affairs at Portland State University seeks a director for the newly established Institute of Portland Metropolitan Studies.

The Institute of Portland Metropolitan Studies was established by the Oregon State Board of Higher Education as a result of a joint effort by local governments, the Oregon State Board of Higher Education, and Portland State University. The establishment of the Institute reflects a growing interest in coordinating research efforts and resources in a way that maximizes benefits to governments, public agencies, and educational institutions in the Portland metropolitan area, while minimizing fiscal outlays expected from each. The Institute's Board of Directors is an annual research agenda that reflects issues of concern in the region. The actual research work is conducted by teams drawn from Oregon Universities and Colleges, as well as from appropriate professionals in government. The Institute serves as an information clearing house and neutral forum for local government and as a contact point with national organizations that serve similar functions.

Qualifications: The Institute directorship is a senior level position within the School of Urban and Public Affairs. Candidates should have a demonstrated record of effective performance in the following areas: management in the public and/or private sectors, state and local government policy development, applied research and research administration. Collaborative and interpersonal communication skills are essential. An advanced degree is required, preferably a Ph.D., with specialization in urban studies, public administration or a related social science field. Nominations and applications with a curriculum vitae and a letter describing the above duties and qualifications should be sent to:

Dr. Michael F. Reardon, Vice Provost
Office of Academic Affairs
Portland State University
Portland, OR 97207-0751

Initial screening will begin February 1, 1991, and will continue until the position is filled. Starting date is negotiable.

Portland State University is part of the Oregon State System of Higher Education and is an Affirmative Action, Equal Opportunity Employer. Women and minority applicants are especially encouraged to apply.

LCSC LEWIS-CLARK STATE COLLEGE

Lawton, Idaho

Director of Career Development

The Division of Student Development at Lewis-Clark State College invites applications for a full-time position in Career Development. The Director is responsible for the development, implementation, and evaluation of career development programs and services. The position involves working closely with faculty, staff, and students to provide career guidance and support.

The Director must be a graduate-level professional with a degree in counseling, psychology, or a related field. The position requires a minimum of five years of experience in career development. The Director will be responsible for the development and implementation of career development programs and services, including individual counseling, group workshops, and self-assessment tools.

Lewis-Clark State College is a regional undergraduate institution within the Idaho system of higher education. It offers liberal arts and sciences, professional programs in education, nursing, law, social work, criminal justice, and vocational-technical programs. Outreach programs in a variety of fields contribute to a vibrant campus life. The college currently enrolls approximately 2,800 students.

Lewis-Clark State College occupies a 44-acre campus on Normal Hill, an affluently residential area of Lawton, Idaho. Lawton has a population of 27,000 and is located in rural, southwestern Idaho at the confluence of the Snake and Clearwater Rivers. The major industries in the area are forest products, agriculture, recreation, and outdoor recreation. Lawton is the gateway to the largest trout and fly fishing area in the world.

Review of applications will begin February 21, 1992, and will continue until a successful candidate is selected. Send letter of application and resume to:

Vice President for Student Development
Lewis-Clark State College
Lawton, ID 83403

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.
WOMEN AND MINORITIES ARE ENCOURAGED TO APPLY.

DIRECTOR

MASTER OF MANAGEMENT

INFORMATION SYSTEM PROGRAM

Illinois Benedictine College, a Catholic liberal arts institution located in the western suburbs of Chicago, seeks applications for Director, Master of Management Information System Program. The position involves overseeing the program, recruiting students, and managing the program's operations. The Director will be responsible for the development and implementation of the program, including curriculum development, faculty recruitment, and student recruitment.

Applicants should have a minimum of five years of experience in management information systems. The position requires a minimum of a Master's degree in management information systems or a related field. The Director will be responsible for the development and implementation of the program, including curriculum development, faculty recruitment, and student recruitment.

Applications to Dr. Bruce Buchowicz, Chair, Search Committee, 6700 College Road, Lisle, IL 60532 by March 1, 1992. EOE.

Southwestern College, 800 Wheatley Street, American Fork, UT 84303.

Museum Administration Assistant Director, Visitor Services. The Assistant Director, Visitor Services works under the supervision of the Director of Education and the Director of Museum Administration. The position involves overseeing the museum's visitor services, including ticketing, tours, and special events.

Applications to Dr. Bruce Buchowicz, Chair, Search Committee, 6700 College Road, Lisle, IL 60532 by March 1, 1992. EOE.

Museum Administration Assistant Director, Visitor Services. The Assistant Director, Visitor Services works under the supervision of the Director of Education and the Director of Museum Administration. The position involves overseeing the museum's visitor services, including ticketing, tours, and special events.

Applications to Dr. Bruce Buchowicz, Chair, Search Committee, 6700 College Road, Lisle, IL 60532 by March 1, 1992. EOE.

COORDINATOR OF MEDIA RELATIONS

Grinnell College seeks an energetic, highly motivated individual with media relations experience to coordinate its active and highly visible media relations program.

Reporting to the director of public relations, the coordinator of media relations will plan, organize and manage the efforts of Grinnell's extensive media relations program, serve as primary contact with local and state media, and assist the director with regional and national media coverage.

Requirements include proven public relations experience of at least three years, preferably in higher education; undergraduate degree in journalism or communications; excellent oral and written communications skills. Successful candidates should also demonstrate an ability to think clearly under pressure, an understanding of and familiarity with the media, and a record of positive story placements.

Founded in 1846, Grinnell College is a nationally selective liberal arts college enrolling 1,300 students from nearly every state and 40 other countries. Located in one of the Midwest's most progressive and lively towns, Grinnell College is consistently ranked among the top colleges in America.

To be assured of consideration, send letter of application, resume, and three references to: Richard B. Ridgway, Director of Public Relations, Grinnell College, P.O. Box 805, Grinnell, Iowa 50112-0805.

Richard B. Ridgway
Director of Public Relations
Grinnell College
P.O. Box 805
Grinnell, Iowa 50112-0805

Grinnell College is an AA/EEO employer and especially seeks women and minority candidates.

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ASSOCIATE DIRECTOR OF PLANNED GIVING

University of Virginia

The University of Virginia is seeking an Associate Director of Planned Giving who will report to the Director of Planned Giving. The position involves overseeing the university's planned giving program, including solicitation, administration, and record keeping.

Qualifications include a minimum of five years of experience in planned giving, a degree in business or a related field, and excellent communication skills. The position requires a minimum of a Master's degree in business or a related field.

Applications should be sent to: Ms. Elizabeth Flanagan, Director of Planned Giving, Office of University Development, University of Virginia, Post Office Box 9013, Charlottesville, Virginia 22906-9013.

The University of Virginia is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Ms. Elizabeth Flanagan
Director of Planned Giving
Office of University Development
University of Virginia
Post Office Box 9013
Charlottesville, Virginia 22906-9013

The University of Virginia is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

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Director of Planned Giving
Office of University Development
University of Virginia
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Post Office Box 9013
Charlottesville, Virginia 22906-9013

Director of University Writing Program

ST. LAWRENCE UNIVERSITY

Tenure-track position for assistant or associate professor to direct the University Writing Program. The position involves overseeing the program's operations, including curriculum development, faculty recruitment, and student recruitment.

Qualifications include a minimum of five years of experience in writing program administration, a degree in English or a related field, and excellent communication skills. The position requires a minimum of a Master's degree in English or a related field.

Applications should be sent to: Dr. Bruce Weiner, Co-Chair, Writing Program Director Search Committee, St. Lawrence University, Canton, NY 13617, 315/379-5125.

St. Lawrence University is committed to fostering multicultural diversity in its faculty, staff, student body and programs of instruction. As an Equal Opportunity, Affirmative Action Employer, we specifically encourage applications from women, minorities and persons with disabilities.

Dr. Bruce Weiner, Co-Chair
Writing Program Director Search Committee
St. Lawrence University
Canton, NY 13617
315/379-5125

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ASSISTANT DIRECTOR OF RESIDENCE LIFE

(Anticipated opening beginning June 1992)

Rutgers University Campus at Newark seeks an Assistant Director of Residence Life beginning Summer 1992. We seek a strong student development professional capable of creating a coherent multi-cultural community in a recently constructed residence on this urban campus.

This team member will be responsible for coordinating the undergraduate residence (348 students), including counseling, staff development, discipline, facilities management and administration, hall government, etc. In addition, the candidate will work on campus-wide projects and programs as a member of the Dean of Students staff and co-director of the undergraduate facility for summer conferences and special programs.

The professional we seek must be dedicated to his/her personal and professional growth and be willing to constructively challenge and be challenged within our department.

Successful candidate should possess a master's degree in counseling and/or student personnel for related field and have 1-3 years' live-in experience. Previous experience in a multi-cultural environment and/or at an urban institution preferred.

Salary is competitive and fringes generous for this 12-month live-in position. We will schedule interviews in advance of the ACA Conference. Apply with vitae and references before February 21, 1992 to: Assistant Director of Residence Life Search Committee, c/o Mrs. Carmen McCoy, Director of Residence Life, 91 Boker Street, Rutgers University, University Heights, Newark, NJ 07102. Rutgers University is an AA/EOE.

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1. *Journal of the American Medical Association*, 1997; 277: 1033-1038.

DEAN OF STUDENTS

Longwood College invites applications and nominations for the position of Dean of Students. The appointment will become effective July 1, 1992.

RESPONSIBILITIES: The Dean of Students provides leadership for housing and residence education, student union and activities, campus recreation and intramurals, fraternity and sorority programs, as well as for improving and enhancing the quality of life on campus and promoting student learning in both in-class and out-of-class experiences. The position reports to the Vice President for Student Affairs.

QUALIFICATIONS: The successful candidate must have an earned doctorate and a record of extensive experience in college student affairs, ability to establish trust with students and student groups, evidence of leadership in support of undergraduate education, and demonstrated commitment to multiculturalism and a diverse student population.

THE COLLEGE: Longwood is a coeducational, comprehensive college offering 98 majors, minors, and concentrations for its 3,300 students. Longwood is one of Virginia's five most selective state colleges and universities. The college, primarily residential, has pioneered in innovative programs of total student development, with emphasis on helping students live successful and fulfilling lives through opportunities to achieve special intellectual, career, social, and personal goals.

LOCATION: Located in Farmville, Virginia, Longwood is 80 miles southwest of Richmond and 60 miles south of Charlottesville. It offers all the advantages of small-town living with convenient access to major cities and universities. The Blue Ridge mountains, the ocean, and Virginia's many cultural and tourist attractions are within easy driving distance.

TO APPLY: Letters of application should include a curriculum vitae and information in support of qualifications. Review of applications will begin March 1, 1992, and continue until the position is filled.

Applications and nominations should be sent to:

Phyllis Mable
Vice President for Student Affairs
c/o Employee Relations
Longwood College
201 High Street
Farmville, Virginia 23909

Longwood College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

LONGWOOD

DEAN OF ACADEMIC AFFAIRS
HOLYOKE COMMUNITY COLLEGE

Holyoke Community College invites applications for the position of Dean of Academic Affairs. The Dean of Academic Affairs reports directly to the President and is responsible for: 1) planning, assessing, and developing programs and services with the college's five academic divisions, and 2) supervising full-time faculty and administrative and professional staff responsible for the college's academic mission. The Dean of Academic Affairs is also responsible for administering and implementing the college's staff bargaining for faculty and professional staff.

Holyoke Community College is a fully accredited public funded comprehensive education institution located in Western Massachusetts which provides student-centered education in career and transfer programs in Business, Health Sciences, Arts and Humanities, Science, Engineering and Mathematics and Social Sciences. We serve approximately 6,000 full- and part-time students, representing a diverse multi-cultural population, in day and evening classes.

A Master's Degree is a minimum requirement; a doctorate is preferred. Additionally, qualified candidates must have 6 years of college-level professional experience including at least 2 years of full-time college teaching and at least 3 years in a supervisory capacity; and a demonstrable knowledge of curriculum development and instructional methodology in higher education principles, practices, and procedures.

Salary range is \$45,000-\$61,000 per annum plus excellent fringe benefits. Anticipated starting date: August 3, 1992. Application deadline is March 15, 1992. Send resume and names and addresses of references to: Personnel Office, Holyoke Community College, 303 Homestead Avenue, Holyoke, MA 01040. Upon receipt of your resume, a comprehensive job description and application will be sent to you. Holyoke Community College is an Equal Opportunity, Affirmative Action Employer.

Nursing Medical Surgical faculty position available. Opportunity to teach across BSN, MSN, and Ph.D. programs. Excellent clinical facilities in one of the nation's largest medical centers. Position available July 1, 1992. Doctorate preferred. Submit resume and references to: Dr. Jeanette P. Kinsinger, Interim Chairman, Medical College of Virginia School of Nursing, 1228 East Broad Street, Richmond, Virginia 23298-0157.

Nursing: Two challenging nursing positions. Indiana Wesleyan seeks to fill two

Dean Of The College



Centenary College of Louisiana, an independent liberal arts college of 1100 students, invites applications and nominations for the position of academic dean.

The dean is the senior academic administrator of the College, reports to the president, and is responsible for undergraduate degree programs in sixteen departments and three master's degree programs (education, geology, and business). The dean's principal charges are academic policy and related faculty personnel matters.

Centenary College will appoint an individual with a commitment to academic excellence, a distinguished record of teaching and scholarship, a demonstrated record of leadership in college governance, and responsiveness to the concerns of the faculty. Candidates should possess high academic credentials, ideally a Ph.D. in the liberal arts.

Centenary College is affiliated with the United Methodist Church and is located in Shreveport, Louisiana. It is primarily a residential college. There are 70 full-time faculty members, 81% of whom hold a Ph.D. The current enrollment is 541 million. Centenary College is fully accredited by the recognized regional and national agencies.

This position is available June 1992. The Search Committee will begin screening applications in mid-February and will continue to the time of selection. Persons interested in this position should submit a letter of application together with a curriculum vitae and three current letters of reference to:

Professor Lee Morgan, Chair
Dean Search Committee
Centenary College of Louisiana
P.O. Box 41198
Shreveport, LA 71134-1198
(318) 869-5082

Centenary College of Louisiana is an equal opportunity employer.

ASSOCIATE DEAN
FOR ADMINISTRATION
UCLA School of Public Health

Reporting to the Dean, you will serve as administrative officer for the School of Public Health. 1 of 4 professional schools within the Center for Health Sciences. Manage the School's human, physical and financial resources, establish policies and procedures, conduct strategic planning and administer daily operations. Oversee School's budget of \$20 million. Assist departmental administrators with Contract and Grant preparation and administration. Direct the implementation of computer systems, software applications and management information systems within the School. Assist in fund raising and public relations programs for the School. Draft administrative reports for the Dean.

The individual appointed to this position will possess senior-level management experience preferably in an academic or health environment. Demonstrated skill in administering a large budget with multiple fund sources and mobilizing resources to address specific administrative decisions and recommendations. Technological expertise to ensure selection, development and use of financial, personnel and other necessary systems appropriate to the School and compatible with existing administrative systems. Demonstrated skill in fostering a positive organizational culture. Skill in establishing effective, collaborative relationships, enlisting the support of faculty and staff and long-range strategic planning, including the support of faculty and staff and long-range strategic planning, including the support of faculty and staff and long-range strategic planning, including the support of faculty and staff.

Salary range: \$60,000-\$91,200/annum, dependent upon qualifications and experience. (Normally, starting salary does not exceed midpoint of the range—\$76,000). UCLA offers an excellent benefit package including medical, dental, vision care, education, 3 weeks' vacation and tax-deferred profit sharing. To apply, send resume with cover letter indicating qualifications and salary history by February 14, 1992 to: Dr. E. Marshall, UCLA Campus Human Resources—Employment Division, 405 Hilgard Ave., Los Angeles, CA 90024-1465. UCLA. Advancing excellence through diversity.

When you need
to fill a job
fast

There's nothing in all of Academia to compare with
The Chronicle's "Bulletin Board" pages:

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DEAN
GRADUATE SCHOOL
Baylor University

Baylor University, located in Waco, Texas, invites applications and nominations for the position of Dean of the Graduate School, starting June 1, 1992.

Graduate work is offered in the College of Arts and Sciences, the School of Education, the Hankamer School of Business, the School of Music, all at Waco. In the College of Dentistry at Dallas, the Baylor Research Institute at Waco in conjunction with the Baylor University Medical Center of Dallas; the Baylor University School of Nursing at Dallas; and the U.S. Army Academy of Health Sciences at San Antonio.

On the main campus in Waco, the Master of Arts is offered in 19 programs, the Master of Science in 10 programs, professional degrees in 15 programs in 7 departments. The College of Dentistry at Dallas offers the M.S. in 6 programs; and two professional master's degrees are offered in the Academy of Health Sciences, San Antonio.

Approximately 1200 graduate students were enrolled in various programs in the fall semester, 1991.

Candidates for the Dean, Graduate School, should have a doctoral degree, a distinctive record of teaching and research, extensive administrative experience, and possess excellent leadership skills. The Dean of the Graduate School is expected to:

- Provide leadership for university graduate and research programs.
- Encourage research among the faculty.
- Maintain high standards of scholarship for graduate programs.
- Provide vigorous support for the graduate program in the faculty, administration, and the public.
- Promote collegial relationships between the graduate faculty, the different university departments and schools, and the Graduate School.
- Actively seek external funding for research programs and needed equipment.
- Oversee operation of the Graduate School and assemble and submit annual budget to the administration.
- Work closely with the Vice President for Academic Affairs to submit the Dean's reports.

Baylor University is affiliated with the Baptist General Convention of Texas. It is an equal opportunity, affirmative action employer. Minorities and women are encouraged to apply.

Nominations and applications (including vita, a letter of interest, and names, addresses, and telephone numbers of three references) should be submitted no later than February 15, 1992, to:

Dr. Harold Dwyer
Chair, Graduate Dean Search Committee
Baylor University
P.O. Box 07354
Waco, Texas 76708-7354

Baylor University is an Equal Opportunity/Affirmative Action Institution.

matc
Milwaukee Area Technical College
ASSOCIATE DEAN

MATC is seeking applicants with the expertise and desire to manage technical programs which include the nationally recognized C.I.M. DEVELOPMENT CENTER. Primary responsibilities emphasize the day-to-day supervision and coordination of faculty and activities related to Computer Numerical Control, Industrial Engineering, Machining and kindred programs. Development of curricula addressing the needs and interests of students, business, industry and the community at large is also a major expectation.

A relevant Master's degree or equivalency is required. Also required are at least two years of recent full-time work experience and three years of full-time teaching experience. The work and teaching experience must be in fields related to the responsibilities. Besides the unique challenges and the many other intangibles associated with technical post-secondary education, MATC offers an above average salary and benefit package: fully paid health, life and disability insurance; vacation (4 weeks), holidays (12), pension and sick pay plans.

To apply please call (414) 225-1800 for an application form and job description. Priority will be given to applications submitted by February 14, 1992.

Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233

MATC is an Affirmative Action/Equal Opportunity Employer

field, previous administrative and teaching experience in higher education, and a doctoral degree. Responsibilities include: provide leadership in program development, curriculum revision, conduct research in community health nursing, minimum of a master's degree, experience in community health nursing, and a minimum of 3 years of full-time teaching experience. Send resume and references to: Dr. Paul D. Collins, Ph.D., Vice President for Academic Affairs, Indiana Wesleyan University, 4201 West Washington Street, Marion, Indiana 46833. Completed statement of faith required. AA/EEOE.

Nursing: The University of North Carolina at Chapel Hill School of Nursing invites applications for tenure-track faculty position for candidates with excellent teaching experience and interest in nursing studies. To apply, send resume and references to: Dr. M. Christine Talmage, Associate Dean of Nursing, 1010 South Western Boulevard, Chapel Hill, NC 27599-7460. This position will open until filled. U.S. Citizenship required. An Equal Opportunity Employer.

Nursing: Georgia Southern University, The Department of Nursing at Georgia Southern University seeks applications for three faculty positions in our BSN program. Fall 1991 enrollment exceeds 11,000. Department of Nursing now has over 30 faculty members and advisors and need faculty for acceptance. Twenty-four hour teaching, grant-writing, service, and research in a closely-knit department. Send resume and references to: Dr. BSN Program Director, Georgia Southern University, P.O. Box 8000, Statesboro, GA 30460.

ACADEMIC DEAN FOR
THE COLLEGE
Grand Rapids Baptist
College

The Academic Dean Search Committee of the Grand Rapids Baptist College invites nominations and applications for the position of Academic Dean.

Founded in 1941, Grand Rapids Baptist College is a small, conservative, independent, church-affiliated college of arts and sciences. The College offers students liberal arts programs dedicated to academic excellence with Christian commitment and is accredited by the North Central Association of Colleges and Schools with teacher education programs approved by the Michigan State Board of Education.

The College, which has a full-time faculty of 35, enrolls approximately 800 students. It is strategically located in Grand Rapids, Michigan, a metropolitan community of over one-half million people and characterized by a strong work ethic and a distinctive Christian value system. Only about thirty minutes away from Lake Michigan, Grand Rapids is surrounded by fresh water lakes and forest areas.

Statement of Qualifications:

The person being sought for this position - Chief Academic Officer reporting to the President and member of the President's Administrative Committee - must be characterized by personal integrity and a personal relationship with Jesus Christ. He/She must subscribe to the Grand Rapids Baptist College Statement of Faith and to the employment objectives applied to all faculty, staff, and administrative positions.

Academic: The Dean must possess an earned doctorate and must demonstrate a thorough understanding of a contemporary higher education and particularly the Christian college of arts and sciences. He/She must have exceptional personal, verbal, and written communication skills along with a commitment to genuine collegial process. Committed to the mission of the college, the Dean must be prepared to advance the Christian world and life view.

Other desirable qualities and experiences would include a record of accomplishment in faculty development, including teaching, research, publications, and personal growth; participation in a scholarly society or other educational associations; record of positive and effective working relationships with faculty, administrators, staff, and students.

Management: The Dean should be results-oriented, effective in planning, and able to develop and utilize the talents of faculty and staff. It is important to the ability to develop and utilize the talents of faculty and staff, to delegate, to build trust, and to follow through.

Building the Future: The Dean should have commitment to enhance the quality of education and student life.

The Committee will begin reviewing applications early in February. Correspondence will be handled in confidence. Nominations and applications should be sent to:

Dr. Ralph Ahlul
Grand Rapids Baptist College
1001 E. Beltline, NE
Grand Rapids, MI 49505

Grand Rapids Baptist College is an Equal Opportunity/Affirmative Action Institution.

ASSOCIATE DEAN
Counseling Transfer and Advising Services

College of DuPage, located just 25 miles west of Chicago, is a progressive community college in its 25th year of service to the district. Serving more than 36,000 students, we currently have a full-time administrative position to manage a comprehensive counseling program including educational career development and personal counseling functions. Also manages programs for the college advising, transfer and high school and college articulation program.

A Master's degree in Counseling, Student Personnel or related field is required with 2 years administrative experience and 3-5 years previous educationally related counseling experience; or an equivalent combination of education and experience. Starting date: July 1, 1992.

We offer a salary in the range of \$42,800 - \$49,900 dependent upon education and experience. We also offer a generous benefits plan. Screening begins March 6, 1992. This position remains open until filled. Send a letter requesting an application packet, or call:

708-858-2800, Ext. 2460

Office of Human Resources
COLLEGE OF DUPAGE
Glen Ellyn, IL 60137
oaf/oe

Maximize your opportunity to be chosen for this position. Please return your application packet as quickly as possible.

years' teaching experience at college level. Position in interdisciplinary music. Previous 15 years' clinical experience in music education. Send resume and references to: Dr. M. Christine Talmage, Associate Dean of Nursing, 1010 South Western Boulevard, Chapel Hill, NC 27599-7460. This position will open until filled. U.S. Citizenship required. An Equal Opportunity Employer.

Nursing: Two Faculty Positions. Challenging faculty opportunities for specialists in adult health/psychiatric nursing and research. Send resume and references to: Dr. M. Christine Talmage, Associate Dean of Nursing, 1010 South Western Boulevard, Chapel Hill, NC 27599-7460. This position will open until filled. U.S. Citizenship required. An Equal Opportunity Employer.

Associate Dean for
The School of Hawaiian,
Asian, and Pacific Studies
UNIVERSITY OF HAWAII
AT MANOA

The School of Hawaiian, Asian and Pacific Studies (SHAPS) invites applications and nominations for the position of Associate Dean (Position No. 89312, M08-M1).

School of Hawaiian Asian and Pacific Studies is comprised of nine area study centers: Center for Chinese Studies, Center for Hawaiian Studies, Center for Japanese Studies, Center for Korean Studies, Center for Pacific Islands Studies, Center for Philippine Studies, Center for Southeast Asian Studies, Center for South Asian Studies, and Center for South Pacific Studies. SHAPS offers five academic programs: B.A. in Asian Studies, M.A. in Asian Studies, B.A. in Hawaiian Studies, M.A. in Pacific Islands Studies and Certificate in Pacific Islands Studies. Several new academic programs are being proposed, including a Master's degree in International Affairs, M.A. in Hawaiian Studies, Ph.D. in Buddhist Studies, Ph.D. in Asian and Pacific Studies and Certificate Programs for Asian Studies.

Duties: The Associate Dean assists the Dean, Center and Program Directors in administrative and academic development; facilitates work with university administration and other Schools, Colleges, and Departments outside of SHAPS; carries out routine administration in the School; works on special projects assigned by the Dean; represents and acts on behalf of the Dean in the Dean's absence.

Minimum Qualifications: Ph.D. or equivalent in an area relevant to the SHAPS; evidence of successful teaching, scholarship and publications as SHAPS; evidence of successful teaching, scholarship and publications as SHAPS; evidence of successful teaching, scholarship and publications as SHAPS; evidence of successful teaching, scholarship and publications as SHAPS.

Desirable: Understanding of administrative system in post-secondary education.

Salary: Salary commensurate with qualifications and experience; with a minimum annual salary of \$36,040.

Effective Date: August 1, 1992.

Applications and Nominations: Submit letter of application, full curriculum vitae, and the names, addresses, and telephone numbers of three references to: SHAPS Associate Dean Search Committee, University of Hawaii at Manoa, Moore Hall 309, Honolulu, Hawaii 96822. Letters of nomination should be sent to the same address. Telephone inquiries: (808) 956-8818, FAX: (808) 956-8515.

Closing Date: February 15, 1992.

An Equal Opportunity, Affirmative Action Institution.

University of Hawaii is an Equal Opportunity/Affirmative Action Institution.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERSDEAN
Camden College of Arts and Sciences
and University College

Rutgers - The State University of New Jersey at Camden invites nominations and applications for the position of Dean of Camden College of Arts and Sciences and University College. Reporting to the Provost of the Camden Campus, the Dean has fiscal responsibility for a budget of approximately \$10 million and a full-time faculty of 156 in 27 major programs, including undergraduate enrollment numbers approximately 3,800 students, which includes about 2,800 full-time students and 1,000 part-time students. A majority of part-time students are enrolled in University College, an evening college which serves a large nontraditional population. Approximately 15% of the student body resides on campus.

Qualifications: Applicants for the position must hold an earned doctorate in an appropriate discipline, have significant teaching and administrative experience as well as a record of outstanding scholarly achievement commensurate with appointment as a full professor in the Rutgers University system. The Dean is responsible for providing visionary leadership in all areas of academic life.

The Campus: Rutgers-Camden is part of a multi-campus state university with locations in Camden, Newark and New Brunswick. The Camden Campus enrolls approximately 5,700 students in the College of Arts and Sciences, University College, School of Business, College of Law and the Graduate School.

Nominations and applications (including curriculum vitae and the names, addresses and telephone numbers of five references) should be submitted by 15 February 1992 to:

Professor H. Lee, Chairman
Dean Search Committee
c/o Office of the Provost
Rutgers University, Camden, NJ 08102

Employment eligibility verification required.
Rutgers University is an Affirmative Action, Equal Opportunity Employer.

Full College, Helena, Montana 59625. Include letter of application, resume, and names, addresses, and phone numbers of at least three references.

Wright State University is an equal opportunity/affirmative action institution.

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WESTERN MICHIGAN UNIVERSITY

WESTERN MICHIGAN UNIVERSITY invites applications for the position of DEAN OF STUDENTS and DIRECTOR, CAREER PLANNING AND PLACEMENT (search re-opened).

DEAN OF STUDENTS

The Dean of Students, who reports to the Vice President for Student Affairs, is responsible for the development and maintenance of student life programs. (Campus Recreational Activities, Handicapped Student Services, International Student Services, Off-Campus Life, Residence Hall Life, Student Life, and University Judicials) for a student body of approximately 27,000.

The successful candidate for the position will have an earned doctorate or a terminal degree; extensive administrative experience in student affairs; strong organizational and communication skills; personnel management experience/skills; knowledge of budgetary processes and control; ability to work with a diverse student body, and demonstrated ability in creating and implementing innovative student affairs programs.

Applicants should submit a letter of application, vita, and three professional references (including names, position titles, addresses, and telephone numbers) to: Ms. Stella Morado, Chair, Dean of Students Search Committee, Division of Student Affairs, 2311 Faunce, Western Michigan University, Kalamazoo, MI 49008. All application information should be submitted by March 15, 1992. The preferred appointment date is submitted by March 15, 1992. The preferred appointment date for this position is on or about July 1, 1992.

DIRECTOR, CAREER PLANNING AND PLACEMENT

The Office of Career Planning and Placement is one of 14 departments in the Division of Student Affairs and reports directly to the Vice President for Student Affairs. The director supervises a department that includes six professional staff members in Career Planning and Placement and Student Employment Referral Service. The director must possess a doctoral degree in a counseling-related field or an equivalent combination of education and experience in higher education administration. Candidates should possess several years of progressively responsible management experience in career services, preferably at a comprehensive university with a variety of professional programs. Also, the candidate must be eligible for Michigan licensure as a Professional Counselor. Salary is commensurate with experience; a full benefit package is available.

Send a letter of application, vita, and three letters of reference to: Dr. Norman M. Kirschoff, Chair, Career Planning and Placement Search Committee, Division of Student Affairs, 2305 Faunce, Western Michigan University, Kalamazoo, MI 49008. All application information should be submitted by March 15, 1992. Anticipated appointment date: August 1, 1992.

WESTERN MICHIGAN UNIVERSITY, a Carnegie Classification Doctoral Institution, is located in Southwest Michigan midway between Chicago and Detroit. Kalamazoo is part of a metropolitan area of about 225,000 offering varied business, research, and industrial operations as well as cultural and recreational activities.

All applicants must have a demonstrated commitment to Equal Opportunity and the goals of Affirmative Action. Western Michigan University is an Equal Opportunity, Affirmative Action employer and encourages the application of women and minorities.

Wright State University is an equal opportunity/affirmative action institution.

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University of the Pacific Dean of Admissions

California's first chartered University is seeking an energetic, creative and talented Dean of Admissions.

The University of the Pacific has a college of arts and sciences (the College of the Pacific), a Conservatory of Music, Professional Schools (Education, Pharmacy, Engineering, Business and Public Administration, and International Studies), and an adult re-entry program (University College). The Stockton campus of the University is a residential community with an enrollment of 3,600 undergraduates and 400 graduate students. The School of Dentistry (San Francisco) and the McGeorge School of Law (Sacramento) operate separate admissions programs.

Strong student-faculty relations, typical of small colleges, are characteristic of the University. The University blends a personal academic environment with wide choice of majors and professional programs.

The Dean of Admissions works with the academic community to identify and describe the strengths of our institution. The Dean must be able to communicate to prospective students the challenge and excitement of our academic programs in the personal manner characteristic of the institution.

Candidates must be knowledgeable about national trends in higher education. Knowledge of West Coast institutions and of the needs of international students is desirable. The University has a history of innovation and would welcome innovative approaches to admissions.

The University is a community of diverse cultures. Several programs for recruiting the emerging majority are in place. The Dean of Admissions must have a commitment to the support and expansion of these programs.

The Dean of Admissions supervises eight professional and eleven support staff. The Dean reports directly to the Office of the President.

Nominations, applications and inquiries should be sent to:

Prof. Roland di Franco, Co-chair
Search Committee for the Dean of Admissions
Office of the President
University of the Pacific
Stockton, CA 95211

Applications will be accepted until the position is filled. Review of applications will begin on February 1, 1992.

The University of the Pacific is an affirmative action and equal opportunity employer.

DEAN School of Health Related Professions UNIVERSITY OF ALABAMA AT BIRMINGHAM

The School of Health Related Professions in the Medical Center of the University of Alabama at Birmingham (UAB) invites nominations and applications for the position of Dean of the School. Applications will be screened when received, and the position will remain open until filled.

The UAB School of Health Related Professions is the largest school of its type in the United States with approximately 1,000 students enrolled in a comprehensive set of professional and technical programs. Students pursue careers in applied health sciences, health services administration, nutrition sciences, and related fields through academic offerings at the certificate/associate, bachelor's, master's, and doctoral levels. The School is well recognized for the quality of its teaching, research, professional service activities, and international programs.

The School of Health Related Professions has strong linkages to the Schools of Dentistry, Medicine, Nursing, Optometry, and Public Health in an outstanding academic health sciences center. The UAB Medical Center is internationally renowned for high quality research, education, and patient care.

In addition to successful experience in academic administration, the applicant will be expected to possess a terminal degree in a relevant academic field and academic qualifications appropriate for appointment to a tenured professorship. The ability to plan and manage academic programs, foster research, and work harmoniously with faculty and staff, develop and support collaborative programs with the University Medical Center, and interact effectively with community and educational leaders in Birmingham and the state of Alabama are among the most important qualifications for the position.

Inquiries, nominations, and applications may be sent to:

Charles J. Austin, Ph.D.
Chair, Search Committee
School of Health Related Professions
University of Alabama at Birmingham
Birmingham, AL 35294-3361
Fax: (205) 975-6608

UAB is an Affirmative Action, Equal Opportunity Employer.

PALO ALTO COLLEGE DEAN OF TECHNOLOGIES, SCIENCE AND BUSINESS

The Dean of Technologies, Science and Business reports to the Vice President of Academic Affairs and is responsible for providing leadership in program and staff development, evaluation, strengthening departments and programs, supervising and directing the fiscal affairs and academic planning. Salary competitive.

Master's degree (Doctorate preferred) in a subject area taught at the college. Excellent teaching record as a full-time faculty member at an institution of higher education. Three (3) years' administrative experience at the department chair and/or director level. Ability to work effectively with faculty, students, and administrators in the two-year community college environment and a sensitivity to a multicultural student body.

Application and/or current résumé must be delivered or postmarked by February 14, 1992 along with the name, address, telephone numbers of at least five references, and legible copies of qualifying documents/transcripts. A completed ACCD application and official copies of qualifying documents will be required before employment offer is made. Please submit to:

Alamo Community College District
HUMAN RESOURCES DEPARTMENT
811 W. Houston Street
San Antonio, Texas 78207

REC/AAL

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Just call The Chronicle's FAX number, (202) 296-2691. For more information and to verify that we've received your copy, call our regular number, (202) 466-1055.

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Our Bulletin Board assistants will be happy to take your advertisements dictated over the telephone. We'll do so any day of the week right up to 2 p.m. Monday—our weekly deadline (except for holidays). Just call: (202) 466-1050.

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Simply send the copy for your advertisement to the address below. You're likely to find the mails especially convenient when your copy is ready on a Tuesday or Wednesday. From almost anywhere in the United States, first-class mail sent on either of those days will reach us in time to make our Monday deadline. Send your ad copy to:

Bulletin Board
The Chronicle of Higher Education
1255 Twenty-Third Street, NW, Suite 700
Washington, D.C. 20037

California State University, Los Angeles ASSOCIATE DEAN FOR INSTRUCTION AND GRADUATE PROGRAMS SCHOOL OF EDUCATION

The School of Education invites applications and nominations for the position of Associate Dean for Instruction and Graduate Programs. Major responsibilities include undergraduate, credential, and graduate curriculum and academic program development.

QUALIFICATIONS: An applicant for the Associate Dean position currently must be a tenured faculty member, have a terminal degree, and be eligible for appointment in one of the four Divisions of the School: Administration & Counseling, Curriculum & Instruction (Elementary and Secondary Education), Educational Foundations & Interdisciplinary Studies (Educational Foundations, TESOL, and Instructional Technology), and Special Education. The successful candidate must be able to demonstrate knowledge of the many disciplines included in the School of Education; have a record of professional achievement; have demonstrated leadership in instructional affairs; be knowledgeable about undergraduate, credential, and graduate curricular matters; be able to work well with students, faculty and administrators; and be sensitive to student needs and interests. It is desirable that the candidate have experience working with multicultural/multilingual populations.

A detailed description of the duties of the position is available upon request from the Office of the Dean, School of Education.

RANK: This is a management position. Salary is negotiable depending on qualifications and experience.

THE UNIVERSITY AND SCHOOL OF EDUCATION: California State University, Los Angeles offers programs in more than 50 academic and professional fields. The campus is located at the eastern edge of the city of Los Angeles in the western San Gabriel Valley. The University serves more than 20,000 full- and part-time students who represent the ethnic diversity of the area. The School of Education, the largest in California and the fifth largest in the nation, offers 31 credential programs, six master's degrees with 42 options, and a Ph.D. in Special Education jointly with UCLA. The University has an affirmative action program and encourages ethnic minorities, women, and disabled persons to apply.

STARTING DATE: July 1, 1992.

APPLICATION DEADLINE: March 2, 1992.

APPLICATIONS: Please send a letter of intent, vita, transcripts showing highest degree, and three recent letters of reference to:

Dr. Jose Galvan, Chair
Associate Dean Search Committee
c/o Office of the Dean, School of Education
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8140
(213) 343-4300
FAX (213) 343-4318

DEAN OF INSTRUCTIONAL SERVICES

West Hills Community College District invites applications and nominations for the position of Dean of Instructional Services. The Dean of Instructional Services is the District's Chief Instructional Officer reporting to the Superintendent/President.

This is a 12-month contract with a salary range of \$57,408-\$62,971. The District also offers a generous benefit package.

Application Deadline is
MARCH 6, 1992

Please request job announcement, official application and procedures from:

West Hills Community College District
Personnel Office
3000 Cherry Lane
Cathlamet, WA 98210
(206) 935-0801, extension 321
Fax: (206) 935-3653

AFFIRMATIVE ACTION, EQUAL OPPORTUNITY,
SECTION 504, TITLE IX EMPLOYER

of science, a non-Western philosophical tradition, one or more areas in applied ethics. The teaching load is 12 semester hours per semester. Teaching ability will receive primary consideration. We are looking for a philosophically active colleague who will interact well with students, pursue research interests, and be involved in the community. Ph.D. required. At least three years of teaching experience is required. Contact: Charles M. Watkins, Chair, Search Committee, Department of Philosophy, Kutztown University, Kutztown, Pennsylvania 19329. All inquiries must be postmarked by February 28, 1992. Salary is competitive and benefits excellent. KU is an Affirmative Action, Equal Opportunity Employer and actively seeks applications from racial/ethnic minorities and women candidates. Qualified applicants must send a letter of application, transcripts, three letters of recommendation and a sample of their writing work.

Philosophy: University of Minnesota, Morris. Teaching-track position. Assistant Professor Ph.D. (preferred). ABT (considered) in philosophy (if the Ph.D. has not been received, a temporary appointment will be made at the rank of instructor). Must have demonstrated excellence in undergraduate teaching and a clear promise of contribution to the field of philosophy. The successful candidate will be responsible for teaching and supervising students in the college. AOB: 03/01/92. Per quarter to include courses in AOC and other courses consistent with the needs of the college. AOB: 03/01/92. The University of Minnesota is an affirmative action and equal opportunity employer. Send your application to: Department of Philosophy, University of Minnesota, Morris, MN 56212. Deadline for receipt of application March 1, 1992.

Physical Education: Northeastern State University, a regional university with 10,000 students, is seeking a qualified and experienced candidate for the anticipated position of

DEAN HONORS COLLEGE

Kent State University invites applications and nominations for the position of Dean of the Honors College. Kent State University is a Doctoral I institution with a strong commitment to undergraduate education. There are approximately 24,000 students on the Kent campus and 8,900 students on seven regional campuses in northeast Ohio. With 820 undergraduates currently enrolled, the Honors College is one of the largest Honors programs in a state-assisted public university. It is the recipient of a Program Excellence award from the Ohio Board of Regents and is housed in an attractive, state-of-the-art Honors Living/Learning Center.

The Dean of the Honors College reports to the Provost and is responsible for administering, planning, and coordinating the activities of the College and for providing university-wide leadership for the University's liberal education program. As chief executive officer of the College, the Dean has responsibility for and full authority over the budget and personnel in the College; for developing Honors programming in conjunction with the Honors College Policy Council and the academic units; and for serving as a spokesperson for the needs and interests of Honors students.

Nominees and applicants should have a demonstrated commitment to academic excellence. They should possess an earned doctorate or terminal degree appropriate to their academic discipline and a record of teaching and of research, scholarship, or creative achievement sufficient to warrant a faculty appointment as an associate or full professor. Preference will be given to candidates who have had significant administrative experience and a well documented record of progression in levels of responsibility and leadership within Honors education. The ability to work well with others, to be sensitive to the needs of a multi-cultural environment, and to provide leadership within a University setting is required. Nominations of and applications by qualified women and minorities are especially encouraged.

Salary for this position is competitive and commensurate with qualifications. This position will be available July 1, 1992. A letter of application (or nomination), curriculum vitae, and the names of three to five references should be submitted no later than February 15, 1992 to:

Dr. Cheryl A. Casper
Associate Provost for Academic and Student Affairs
Kent State University
P.O. Box 5190
Kent, Ohio 44242
Equal Opportunity/Affirmative Action Employer

Dean College of Art and Architecture UNIVERSITY OF IDAHO

The University of Idaho invites nominations and applications for the position of Dean of the College of Art and Architecture. The College of Art and Architecture was established in 1981 to bring together disciplines that deal with creation of the visual and physical human environment. Art has been taught at UI since it was founded in 1890, and architectural design has been offered since 1923. Interdisciplinary studies have been offered since 1923, and the landscape architecture curriculum was added in 1969. This combination not only increases the resources available to the students but also brings together a community of creative scholars with a common dedication to the arts. The University of Idaho, with an enrollment of approximately 19,000 students, is the state's largest institution. It is one of Idaho's four state-supported institutions of higher education. This person will lead the teaching, research, and public service activities of the College of Art and Architecture.

Candidates for the position will be expected to possess:

- qualifications to hold a tenured full professorship in one of the college's disciplines, a record of teaching and scholarly creative accomplishments, and a terminal degree in the discipline;
- demonstrated ability in planning, program development and funding, personnel, budget development and working with professional related to a multi-disciplinary college;
- executive leadership, communication skills, vision, and professional integrity;
- a commitment to promoting excellence in teaching and scholarship.

The position is available July 1, 1992. Search and selection procedures will be closed when a sufficient number of qualified applicants has been identified, but not earlier than March 15, 1992. Nominations and applications, including a letter of application, a curriculum vitae, and the names of five references should be addressed to:

Dean Robert Bartlett
Chair, Dean Search Committee
College of Mines and Earth Resources
University of Idaho
Moscow, ID 83843
(208) 885-6195

The University of Idaho is an equal opportunity, affirmative action employer and educational institution.

Assistant Professor/Associate Professor of Physical Education. This position is available July 1, 1992. The successful candidate will be responsible for teaching, research, and public service activities of the College of Art and Architecture.

Physical Education Department, Morrow Field House, Slippery Rock University, Slippery Rock, Pennsylvania 16057. To consider nomination, application materials, curriculum vitae, and three letters of reference, send them to: Dr. Shirley Wood, Department of Physical Education, Slippery Rock University, Slippery Rock, PA 16057. Salary is competitive and benefits excellent. The University of Idaho is an equal opportunity, affirmative action employer and educational institution.



DEAN College of Criminal Justice NORTHEASTERN UNIVERSITY

Northeastern University invites applications for the position of Dean of the College of Criminal Justice.

The University, Northeastern University is one of the largest, private, nonsectarian universities in the country. It is comprised of eight undergraduate colleges, including the College of Criminal Justice, and the graduate School of Law. The University offers a broad range of undergraduate, professional and graduate degrees through the Ph.D. It is located in the heart of Boston's cultural district and is part of an academic community comprised of more than 60 colleges and universities.

The College: The College is comprised of nine full-time regular faculty. It offers a BS degree and an MS degree. The faculty members are nationally recognized in a variety of fields, and they have been the recipients of a number of grants from the U.S. Department of Justice. The College is also the home of the George Lewis Ruffin Society, an organization of minority criminal justice professionals.

Position: The Dean is the academic leader of the College of Criminal Justice. The Dean is responsible for administering all facets of the College, both internally and externally. Internally, the Dean will set and achieve goals of the College and the University; guide curriculum development at both the undergraduate and graduate levels; establish and maintain budgets and fiscal accountability; encourage faculty growth and development in teaching, research, and professional activities; maintain relationships with other Northeastern colleges and units; and provide vision and leadership for the future. Externally, the Dean will create and maintain professional relationships with the professional criminal justice community and practitioners, the scholarly criminal justice community, alumni, and other groups vital to the growth and functioning of the College. The Dean will be encouraged to continue teaching, research, and other professional activities.

Qualifications: Applicants must possess a Doctoral degree in Criminal Justice or a closely related discipline, or a minimum of an LL.B. or JD degree. Candidates must also have an established record of teaching and scholarly accomplishment in criminal justice/criminology sufficient for appointment to a tenured position at the rank of full professor. In addition, candidates must have experience in, or strong potential for, leading faculty and staff in the development and maintenance of quality academic and research programs; managing those programs; fostering collegial relationships within an academic setting; maintaining mutually beneficial relationships with other academic units in a university; and developing and maintaining professional relationships with the criminal justice and other relevant communities. Applications from women and minorities are strongly encouraged.

Appointment: The position is available July 1, 1992. The salary is negotiable depending upon credentials. This is an ongoing 12-month administrative position that requires tenured faculty status in the College of Criminal Justice.

Closing Date: Applications received by March 16, 1992 will receive full consideration.

Applications: Interested persons should submit a letter of application, a current curriculum vitae, and the names of three references to: Professor Neil O. Alper, Chair, Criminal Justice Dean's Search Committee, Department of Economics, 301 Lake Hall, Northeastern University, Boston, MA 02116. Phone: (617) 437-2839; FAX: (617) 437-3040. Northeastern University is an equal opportunity/affirmative action, Title IX employer.



DIRECTOR OF REGISTRATION & STUDENT DATA SYSTEMS

Master's degree preferred; Bachelor's degree with minimum of five years' direct work experience required. Appropriate professional training and experience within a higher education setting, community college preferred; preference will be given to candidates with prior experience within Florida's higher education system. Daylong, Beach, California is a premier community college located on Florida's East Coast, offering excellent recreational and cultural advantages. This institution's commitment to quality is reflected in an excellent salary and benefits package. Please send a resume and cover letter to:

DAYTONA BEACH
COMMUNITY COLLEGE
P.O. BOX 2811
DAYTONA BEACH,
FL 32120-2811

Equal Opportunity Employer

Physical Education Department, Morrow Field House, Slippery Rock University, Slippery Rock, Pennsylvania 16057. To consider nomination, application materials, curriculum vitae, and three letters of reference, send them to: Dr. Shirley Wood, Department of Physical Education, Slippery Rock University, Slippery Rock, PA 16057. Salary is competitive and benefits excellent. The University of Idaho is an equal opportunity, affirmative action employer and educational institution.

Physical Education: Two positions. Effective August 1992, women and minority candidates are encouraged to apply. Qualifications required include a master's degree, elementary school physical education experience, university teaching experience, and evidence of scholarly achievement. Position 2: Primary instructional responsibilities involve teaching the history of physical education and sport and supervision of student teachers. Position 1: Instructional responsibilities include a focused research program and directing graduate students (MSI), conducting research, and supervising student teachers. Qualifications required include a master's degree, elementary school physical education experience, university teaching experience, and evidence of scholarly achievement. Position 2: Primary instructional responsibilities involve teaching the history of physical education and sport and supervision of student teachers. 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MU Marquette University
ce President for Student Affairs

Marquette University, an independent, Catholic, Jesuit, coeducational, urban university of 11,400 students located in Milwaukee, Wisconsin, invites applications and nominations for the position of Vice President for Student Affairs.

The Vice President is responsible for the overall management and organization of the University's developmental services provided to students in residence life, student life, counseling, health, physical recreation, and athletics. The Vice President plans and implements with his or her staff, both short- and long-term goals and objectives to support the University's mission as a Catholic, Jesuit university dedicated to pursuing truth, discovering and transmitting knowledge, promoting a life of faith, and developing leadership expressed in service to others. The Vice President also serves as the Vice President's primary advisor as a vital member of the University's senior management team, supporting the Rev. Albert J. DiLillo, S.J., Marquette's 21st President.

Six departments comprise the area of Student Affairs: student life; residence life; counseling center; health services; physical recreation and intramurals; and intercollegiate athletics. The Vice President is accountable for all fiscal and budgetary matters related to the units within Student Affairs and will supervise the activities of selected committees, student organizations and other related administrative offices.

Qualified candidates will have the ability to translate the University's mission into relevant student-centered and cost-effective programs. The successful candidates for this position will have an advanced degree in a related field and possess:

- a record of strong administrative and supervisory experience related to student affairs;
- excellent student advocacy and interpersonal skills;
- experience in fostering a diverse community of undergraduate and graduate students, faculty, staff, neighborhood groups, and other civic organizations;

- a commitment to enhancing the goals, purposes, and heritage of a Catholic, Jesuit institution of higher education.

The expected starting date will be July 1, 1992 or as soon as possible thereafter. Applications will be reviewed beginning February 17th and continue until the position is filled. It is expected that the selection will be made on or before May 1, 1992.

Nominations and applications should be directed to:

Martha Z. Stachitis
Vice President, Executive Search
Barnea & Roche, Inc.
919 Conestoga Road
Building Three, Suite 110
Rosemont, PA 19010
FAX: (215) 527-0381

Marquette University is an Affirmative Action,
Equal Opportunity Employer.
Women and minorities are encouraged to apply.

The preferred starting date is July 1, 1992. Candidates should supply a curriculum vitae, a letter of interest detailing qualifications and experience, and names, addresses and telephone numbers of at least four references. The committee will begin reviewing applications on January 30, 1992 and continue until the search is completed. Applications from minority and women candidates are especially encouraged. Salary commensurate with credentials. Applications and nominations should be addressed to Dr. Richard J. Gellen, Chair, Search Committee, University of Rhode Island, P.O. Box G, Kingston, RI 02881-0006.

salary and retirement range: Telephone (505) 293-0752

Range Management. The Department of Range Management at Texas Tech University invites qualified candidates to apply for an open position at the level of Assistant Professor in Range Management starting August, 1992. Successful candidates will have the availability of teaching and research monies. A Ph.D. in Range Management or closely related field is required. Applicants should have a strong commitment to teaching and research. Research interests may include teaching Range Plants, Ecology and Conservation of Natural Resources, Semiarid to the arid/semiarid range and/or graduate course. This individual will assist the Range Management Department in the field and be related to improving range, and resources used for wildlife habitat. Applicants should submit a curriculum vitae, transcripts, descriptions of research interests, and three letters of recommendation by the deadline of May 15, 1992. Send to: Dr. Fred C. Bryant, Chairman, Search Committee, Department of Range and Wildlife Management, Texas Tech University, Lubbock, Texas 79409-2125. Tech University is an Affirmative Action Opportunity Employer.

Religious Studies. The Yale Divinity School expects to make a tenure faculty position in the Department of Religious Studies. The Professor in the field of Old Testament during the Spring of 1992. The appointment begins in the Fall of 1992. The position is to be an international recognition of the Yale Divinity School's commitment to students in the Department of Religious Studies. The position is expected to teach Hebrew at an advanced level and to be knowledgeable in critical biblical and theological approaches to the Old Testament. Preference will be given to candidates whose interests include the study of the Bible in its cultural, historical, and theological context. Internal candidates will be given priority. For consideration, send a curriculum vitae to: Dean Thomas W. Oalister, Divinity School, 400 Prospect Street, New Haven, CT 06510. The deadline for applications is February 15, 1992. Tech University is an Affirmative Action Opportunity Employer.

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PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

University of Wisconsin-Whitewater

Nominations and applications are invited for the position of Provost and Vice Chancellor for Academic Affairs of the University of Wisconsin-Whitewater. The University of Wisconsin-Whitewater is one of 13 four-year institutions in the University of Wisconsin System. The University, which was founded in 1868, is located in the city of Whitewater (population 1,200). Whitewater is situated in the beautiful Kettle Moraine region of Southwestern Wisconsin, and is within easy driving distance of Madison, Milwaukee, and Chicago. It has a student enrollment of 10,459, 417 FTE faculty, 230 academic staff, 350 classified staff, and an annual budget in excess of \$71 million.

The University offers a variety of graduate programs at the master's level and an array of undergraduate programs in its four colleges: Arts, Education, Letters and Science, Business and Economics. UW-Whitewater has as its select mission to provide supportive services and programs for students with disabilities; serve as a regional cultural and resource center; and provide continuing education and outreach programs.

The Provost and Vice Chancellor for Academic Affairs is the chief academic officer of the university and is responsible for planning, development, coordination, review, and administration of all academic programs. The Provost is responsible for unclassified personnel matters and is the ranking university officer who acts in the absence of the Chancellor. Reporting to the Provost are the Associate Vice Chancellors, the Assistant Vice Chancellors for Academic Affairs, Academic Support Services, and the Registrar, Deans of the four colleges, the Graduate School, Continuing Education, Extension and Summer Session, and Library and Learning Resources.

The qualifications sought in the Provost include any earned doctorate and credentials as a Teacher-Scholar qualifying the candidate for a professor rank in an academic department; significant administrative experience beyond the department level; commitment to excellence in teaching, research, service, alternative action, Design for Diversity, shared governance, and good personal administration; interpersonal skills to work effectively with all constituencies of the university to achieve the goals of the university.

The Provost will administer the academic programs of the university in association with the Deans, monitor existing programs and develop new academic programs in cooperation with the appropriate curricular and planning bodies; oversee the appointment and career development of faculty and academic staff; plan and allocate resources; and have long-term planning duties; ensure a vigorous and effective affirmative action program; and, along with the Chancellor, represent UW-Whitewater within the UW System and before agencies and constituents outside the UW System.

Salary is competitive and dependent upon credentials and experience. Applications and nominations required by January 24, 1992 in:

Ruth Schuler, Chair, Search Committee
Library Administration Room 2501
UW-Whitewater
Whitewater, WI 53191

A complete application packet consists of a letter of application, current resume, three letters of recommendation and all transcripts. An alphabetical list of all nominees and applicants, without differentiation, may be released following the closing date.

UW-WHITEWATER IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. WOMEN, MINORITIES AND INDIVIDUALS WITH PHYSICALLY HANDICAPPED EMPLOYERS WITH DISABILITIES AND VII VIOLATION VIOLATIONS AND (FOR CHURCH) TO APPLY.



PALM BEACH ATLANTIC COLLEGE

Vice President for Academic Affairs

Applications and nominations are invited for the position of Vice President for Academic Affairs of Palm Beach Atlantic College. Candidates should be experienced academic leaders who will serve as strong advocates for the academic program both within the college community and various external constituencies. The successful candidate must possess a doctorate in an appropriate academic discipline, be a proven scholar with significant academic credentials, have substantial experience in college or university administration, have a record of dynamic leadership, and a strong personal Christian faith commitment. Preference will be given to candidates who demonstrate an appreciation for a privately supported college in the Baptist tradition, successful teaching, research and publication, and initiative in developing and promoting new educational programs. The Vice President for Academic Affairs reports to the President. Reporting to the Vice President for Academic Affairs are the academic division chairpersons, registrar, librarian, and other academic administrative officers.

The position is available June 1, 1992. The application deadline is March 1, 1992. Palm Beach Atlantic College is a comprehensive liberal arts college of 1,500 students located on the Intracoastal waterway in downtown West Palm Beach, Florida.

Please submit resume or letter of nomination to:

Carry C. Newman
Chair, Search Committee
Palm Beach Atlantic College
P.O. Box 24708
West Palm Beach, FL 33416-4708

Palm Beach Atlantic College is an Affirmative Action, Equal Opportunity Employer.

Sociology / Criminal Justice / Instructor: Instructor, Scott Community College, which is a part of the Scott Community College District, is seeking for a full time instructor for fall of 1992. The instructor will teach and supervise student teachers in the field and will have a minimum of 3 years of experience in Sociology or a related field with an emphasis on corrections. Courses to be taught may include: Principles of Sociology, Criminology, and Theory of Corrections. Prior teaching experience in corrections is desirable. Salary commensurate with experience. Send resume and cover letter to: Scott Community College, 150 West River Drive, Davenport, Iowa 52801. EOE.

Spanish Assistant Professor of Spanish: Ph.D. preferred with native or near native fluency. Duties include teaching introductory and intermediate courses. Date of appointment: September, 1992. Send letter of application, curriculum vitae, three letters of recommendation, and all transcripts to: Dr. Carlos J. Garcia, Search Committee, Department of Spanish, 1500 North 30th Street, Billings, Montana 59101-0298. (406) 657-2278. EOE.

Spanish Tenure-track position: Responsible for teaching elementary and intermediate Spanish; curricular/program development. Duties may include off-campus

COORDINATOR, Ethnic Studies Program

Davidson College seeks to make a senior-level appointment in the Humanities or Social Sciences in the area of Ethnic and African-American Studies. This individual would be responsible for developing and coordinating a program in Ethnic Studies, with a focus on African-American Studies, to include lectures, student activities, and curriculum development. Qualified applicants should have at least six years' teaching experience at a liberal arts college or university and be tenurable in a department of the College. Excellence in teaching and required professional attainments expected. Four-course annual teaching load may include work at neighboring historically African-American colleges. We will review applications on March 1, 1992, but will accept applications until the position is filled. Please send application materials by March 1, 1992 to Dr. Robert C. Williams, Dean of the Faculty and Vice President for Academic Affairs, Davidson College, P.O. Box 7118, Davidson, NC 28036. Women and minorities encouraged to apply.

PENNSTATE

Fayette
Campus

CHIEF ACADEMIC OFFICER DIRECTOR OF ACADEMIC AFFAIRS

Applications and nominations are invited for the position of Director of Academic Affairs at the Fayette Campus of The Pennsylvania State University. The Director reports to the Campus Executive Officer and provides leadership to the faculty for all academic matters.

The position offers a unique opportunity to work with the colleges and departments of Penn State University in providing leadership for the professional development of faculty and for academic program initiation. Responsibilities include faculty recruitment and evaluation, encouraging scholarship, and fostering service to the campus and community.

The Fayette Campus is a commuter campus, 200 acres in size and situated in the scenic Laurel Highlands of Southwestern Pennsylvania. The diverse student body is comprised of more than 1000 full and part-time students. The campus offers baccalaureate programs in nursing, administration of justice, general arts and sciences, and the first two years of more than 120 other Penn State undergraduate degrees. It also offers several associate degree programs and a wide array of credit and non-credit continuing education programs.

Qualifications: An earned Doctorate, academic administrative experience, and a minimum of five years experience involving a combination of teaching, research and scholarship is required. Candidates should possess strong interpersonal and communication skills and the academic qualifications for a tenured, senior ranking faculty appointment at Penn State. Experience in academic planning, faculty recruitment and development, budgeting, grantsmanship and faculty governance is desirable. This twelve month continuing position includes an excellent benefits package.

Review of applications will begin March 1, 1992, and continue until the appointment is made.

Send nominations or applications with resume and the names, addresses and telephone numbers of three references to: Dr. Jack P. Royer, Associate Dean, Commonwealth Educational System, THE PENNSYLVANIA STATE UNIVERSITY, 111 Old Main, Box CHE, University Park, PA 16802.

An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged To Apply

ASSOCIATE VICE CHANCELLOR FOR FINANCE

Tulane Medical Center is currently seeking a highly motivated professional to supervise the Financial Services, Grants and Contracts Management, Human Resources and Purchasing Departments of the Medical Center. This individual will report directly to the Vice Chancellor for Administration and Finance. Ability to work and interface with Schools of Medicine and Public Health/Tropical Medicine, Tulane Regional Private Research Center, University Hospital/Unit, and University Offices of Administration, Bachelor of Science in Accounting or related field necessary with CPA or Master's in Business Administration strongly preferred. Qualified candidates should also have seven to ten years of progressively responsible administrative experience in higher education, background with large accounting firm or health care related field highly desirable. Excellent benefits package offered with competitive salary, depending on experience and background.

Send letters of application along with resume by February 14, 1992 to:

Chairman-Search Committee
for Associate Vice Chancellor for Finance
c/o Office of Human Resources
Tulane University Medical Center
1430 Tulane Avenue
New Orleans, LA 70112

Tulane is an Affirmative Action, Equal Opportunity Employer.

Tulane

teaching. Ph.D. required. ABD considered. (Ph.D. must be completed by September, 1991). Fluency in Spanish and English required. Rank assistant professor; salary commensurate with qualifications and experience. Send application, official transcripts, three letters of reference, official transcripts to: FLAN Search, Affirmative Action Office, 5500 N. Mississippi, Suite 500, New Orleans, LA 70112. Screening begins March 30, 1992. An Affirmative Action Title IX Equal Opportunity Employer. Women, minorities, disabled individuals are encouraged to apply.

Spanish: Fall Semester 1992 contingent upon funding. Appropriate terminal degree required for tenure track. To teach all levels of undergraduate Spanish language sequence and courses in Peninsular and Spanish-American Civilization and Culture. Methods of Teaching Foreign Language, and to supervise student teachers. Ph.D. in Spanish or post-doctoral exam ABD in Spanish. Generalist with academic background of Spanish and academic background of Spanish. Evidence or show promise of good teaching, commitment to continuing education and scholarly research. Ability to teach elementary French or German is desirable. Ability to teach introductory Spanish language desirable. For more information, call (406) 671-0198. Screening of applications to begin February 14, 1992 and will continue until position is filled. Submit application with letter of reference (written within the past six months) by Friday, February 28, 1992 to: Professor, Denise C. Lopez, Search Committee, Department of Special Education, College of Education, Montana 59101-0298. (406) 657-2278. EOE.

Special Education: Full-time, tenure track position available for the 1992-93 academic year. Teach undergraduate courses and supervise student teachers in a program preparing teachers of the visually impaired. Applicants are required to have experience in teaching braille, orientation and mobility, and methodology. In addition, a background in technology is highly desirable. Doctorate required; minimum of three years' visually impaired classroom experience (residential school, resource room, or classroom) required; higher education experience preferred; strong interpersonal and organizational skills. Rank and salary are dependent upon qualifications and experience. Submit letter of application, vita, official undergraduate transcripts and three letters of reference (written within the past six months) by Friday, February 28, 1992 to: Professor, Denise C. Lopez, Search Committee, Department of Special Education, College of Education, Montana 59101-0298. (406) 657-2278. EOE.

Special Education: The University of Wisconsin-Whitewater is seeking a qualified applicant to serve as Director of Project ASSIST, a comprehensive support program for UW-Whitewater students with learning disabilities (LD) and to serve as the Department of Special Education (339). The candidate should have a Master's degree in special education, Ph.D. preferred;



SIENA COLLEGE

Assistant Vice President for Human Resources

Siena College invites applications for the position of Assistant Vice President for Human Resources.

Siena, an independent, undergraduate, liberal arts college in the Franciscan Tradition, that employs approximately 800 faculty and staff, is located in Loudonville, two miles north of Albany.

The Assistant Vice President will report to the Vice President for Finance and Administration and will be responsible for developing, coordinating, and implementing policies and procedures which will enable the College to continue to retain and attract competent and productive men and women as members of its workforce. Specifically, the Assistant Vice President will be charged with developing a comprehensive human resources plan for the College which will deal with, among other things, position classification, salary and benefit administration, employee training and development, and enhancing the quality of the work environment.

The successful candidate must possess a demonstrated capacity for effective and innovative leadership, the ability to communicate well and work effectively with men and women of culturally diverse backgrounds, and an awareness of the unique nature and demands of the college environment in general, and a Franciscan College in particular. A Bachelor's Degree and a minimum of five years of comprehensive experience in the human resources field is required. A Master's Degree is preferred.

Please send a letter of application, resume, references and salary requirement, by February 20, 1992 to:

Assistant Vice President for
Human Resources Search Committee
Office of the President
Siena College
315 Loudon Road
Loudonville, New York 12211-1462

Siena College is an Equal Opportunity Employer and encourages applications from all qualified candidates including women and minorities.

Kutztown University, Kutztown, Pennsylvania: Kutztown University, with an enrollment of 8,000 students, is a state university in the Pennsylvania State System of Higher Education. KU is an Affirmative Action, Equal Opportunity Employer and actively solicits applications from qualified women and minority candidates.

Special Education: The University of Wisconsin-Whitewater is seeking a qualified applicant to serve as Director of Project ASSIST, a comprehensive support program for UW-Whitewater students with learning disabilities (LD) and to serve as the Department of Special Education (339). The candidate should have a Master's degree in special education, Ph.D. preferred;

should demonstrate effective written and verbal communication skills, and should have a record of research and experience with individuals with learning disabilities preferably at the post-secondary level. University teaching experience is desirable. Applicants should submit a letter of application, vita, unofficial copies of degree and graduate transcripts, and three letters of recommendation to: Dr. Connie Dalko, Chair, Search and Service Committee, University of Wisconsin-Whitewater, Whitewater, Wisconsin 53190 by February 25, 1992. UW-Whitewater is an equal opportunity employer. An alphabetical list of all nominees and applicants, without differentiation, may be released following the closing date.

VICE PRESIDENT Academic Affairs

Longwood College invites applications and nominations for the position of Vice President for Academic Affairs. The appointment will become effective July 1, 1992.

RESPONSIBILITIES: The Vice President for Academic Affairs, reporting directly to the President, is the chief academic officer of the College. In addition to providing leadership for the academic programs of the College, responsibilities include long-range planning, budget development, faculty recruitment, and promotion and tenure decisions. The Vice President for Academic Affairs also supervises the offices of the Registrar, Learning Center, Minority Affairs, Library, Athletics, and Continuing Studies.

QUALIFICATIONS: The successful candidate must have an earned doctorate and a record of teaching and scholarship sufficient for appointment at the rank of Professor. An established record of achievement and leadership as an academic administrator is essential.

THE COLLEGE: Longwood is a state-supported, comprehensive, residential college with a 153-year history. It is primarily an undergraduate college, but expanding graduate programs are currently offered in Education and English. The Schools of Arts and Sciences, Business and Economics, and Education and Human Services offer 98 majors, minors, and concentrations. Longwood enrolls approximately 3,300 students and has approximately 145 faculty members. Steadily increasing enrollments and SAT scores provide evidence of the quality of Longwood's academic programs.

LOCATION: Located in Farmville, Virginia, Longwood is 80 miles southwest of Richmond and 60 miles south of Charlottesville. It offers all the advantages of a small-town living with convenient access to major cities and universities. The Blue Ridge mountains, the ocean, and Virginia's many cultural and tourist attractions are within easy driving distance.

TO APPLY: Letters of application should include a curriculum vitae and names, addresses, and telephone numbers of references. Applicants should request three letters of reference be sent to the address below. Review of applications will begin February 3, 1992, and continue until the position is filled.

Applications and nominations should be sent to:

Dr. William Frank, Chair
Vice President for Academic Affairs Search Committee
c/o Employee Relations
Longwood College
201 High Street
Farmville, Virginia 23909

Longwood College is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

LONGWOOD

Belmont University PROVOST

Belmont University invites nominations and applications for the position of Provost. The Provost serves as the chief academic officer and vice president of the university, reporting directly to the President. Responsibilities include the university's entire academic program.

QUALIFICATIONS:
• Ph.D. or equivalent
• Recent teaching experience on a college level
• Administrative experience with responsibilities for a college faculty and a college academic program
• Commitment to the integrity of a liberal arts education in a Christian context
• Commitment to teaching as a priority of the university
• Compatibility with the Total Quality Management style of administration

THE UNIVERSITY: Belmont is a senior co-educational university with 2,800 students, offering degrees in 47 different majors or concentrations. As a student-centered institution, Belmont is dedicated to providing students from diverse backgrounds an academically challenging education in a Christian environment. Belmont University is affiliated with the Southern Baptist Convention.

APPLICATIONS: Letter of interest or nomination, curriculum vitae, names and phone numbers of three references. **SELECTION PROCEDURE:** A review of candidates will begin February 1, 1992, with the understanding that the Provost will assume duties prior to the fall semester. Send nominations and applications to the chair of the Provost Search Committee: Steven H. Simpson, Belmont University, 1300 Belmont Blvd., Nashville, TN 37212-3757.

Speech Pathology Assistant/Associate Professor: Longwood College is seeking a Ph.D. or Ph.D. equivalent candidate for a tenure-track position. The successful candidate will be responsible for teaching, supervising, and conducting research in the field of speech pathology. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of speech pathology. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of speech pathology. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of speech pathology.



WALSH COLLEGE is searching for a new president

who, for the first time in its history, will not be a member of the religious order which founded the College. This creates an extraordinary opportunity for a dedicated Roman Catholic educator who is willing and able to build on the firm foundation established by the Brothers of Christian Instruction over the last half of a century.

Recently reaccredited for the next decade by the North Central Association, Walsh College is virtually debt-free. Though not without financial concerns shared by most independent liberal arts colleges, Walsh is a stable institution with a pattern of enrollment growth and new program development.

The president, of course, will have to have strong communication skills, fiscal competence, fund-raising capability, and a commitment to collegiality in decision-making, but these practical attributes must be balanced by vision, courage, compassion, spirituality, and sensitivity to gender issues. Walsh faculty and students have a right to that kind of leadership.

The College, a baccalaureate institution with some graduate programs, has a well-credentialed faculty of 110 members, a coeducational student body of 1316, of whom 44% are of non-traditional age. The president will be expected to have an earned terminal degree and, ideally, will have had experience in a private liberal arts college both as teacher and administrator.

Compensation will be competitive. Deadline for application: February 15, 1992. The new president will take office on July 1, 1992. He or she will be expected to lead the institution into the next century.

Applicants are invited to accompany their curriculum vitae with a letter explaining how they will meet the educational challenges of the 1990's, addressed to:

Brother Jerome Lessard, F.I.C.
Chairman, Presidential Search Committee
Walsh College
2020 Easton St. N.W.
North Canton, Ohio 44720-3396

An Equal Opportunity, Affirmative Action Employer

EXECUTIVE DIRECTOR

Pennsylvania Commission for Community Colleges
and
Pennsylvania Federation of Community College Trustees

The Pennsylvania Commission for Community Colleges and the Pennsylvania Federation of Community College Trustees is jointly sponsoring a search for an Executive Director for the position of Executive Director.

The Executive Director reports to the Joint Executive Committee of the Commission/Federation. The organization is made up of the Presidents of the 14 colleges and universities from each of the colleges.

The Executive Director is the principal spokesperson for the community colleges and universities. The office is located in Harrisburg, Pennsylvania.

Qualifications:
• Have an understanding of comprehensive community colleges and their relationship with education generally.
• Have ability for planning, both short range and long term.
• Have high level communications skills.
• Have ability to direct research, organize advocacy, and lead special projects.
• Earned Doctorate preferred.

Compensation: Competitive salary and benefits package.

Application: Submit letter of application, resume and at least three references to:

PA CCOE/PEF Search Committee
c/o Dr. Jack Kraft
800 North Third Street
Harrisburg, PA 17102-2112
Phone: 717/252-7584

Deadline: Deadline for receipt of applications is March 6, 1992.

Starting Date: July 1, 1992 with some flexibility possible.

AAREO Employer

19945. Application deadline: February 15, 1992. AAREO.

Student Affairs: The Counseling and Student Personnel Department at Marquette University is seeking a tenure-track position. The successful candidate will be responsible for teaching, supervising, and conducting research in the field of student affairs. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of student affairs. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of student affairs.



Old Dominion University PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

General Description

The Provost and Vice President for Academic Affairs is the chief academic officer and second administrative officer of the University. He/she reports directly to the President.

Institutional Context

Old Dominion University, a young and growing institution, enrolls approximately 17,000 students. The University's major campus is located in Norfolk, Virginia, inside Hampton Roads, an attractive, historic, and internationally-oriented metropolitan area with a population of 1.4 million. The University also operates significant higher education centers in the nearby cities of Virginia Beach and Hampton.

Old Dominion University is one of six publicly-assisted doctoral research universities within Virginia, and has an annual budget exceeding \$115 million. Offering 17 doctoral programs and over 50 master's degree programs to more than 5,000 graduate students, the University is a knowledge-based national leader in instructional telecommunications and operates a satellite uplink both for academic and public service purposes. The University is organized into six academic colleges: Arts and Letters, Business and Public Administration, the Darden College of Education, Engineering and Technology, Health Sciences, and Sciences. It is the largest research contractor in Virginia with the National Aeronautics and Space Administration (NASA), and its researchers used three percent of the federal research budget in 1990.

Old Dominion University is a selective admission institution. Twenty percent of its student body comes from outside of Virginia, and over 60 percent of its students are from more than 70 countries are enrolled. Forty percent of the University's student body is 25 years or older.

The University's Norfolk campus is located on the Elizabeth River, at the tip of the Chesapeake Bay. The Norfolk Naval Base, the largest naval base in the world, is three miles from the campus. Major federal research institutions that focus upon space, aeronautics, oceanography, and nuclear physics also are nearby.

Applicants are invited to accompany their curriculum vitae with a letter explaining how they will meet the educational challenges of the 1990's, addressed to:

Brother Jerome Lessard, F.I.C.
Chairman, Presidential Search Committee
Walsh College
2020 Easton St. N.W.
North Canton, Ohio 44720-3396

An Equal Opportunity, Affirmative Action Employer

Qualifications:
• Academic and administrative leadership in teaching, research, creative activity, faculty development, continuing education, and public service.
• Responsibility for academic budgeting, program development, and personnel decisions within Academic Affairs.
• University-wide responsibilities in the allocation of space and equipment, and for institutional research.
• Approval of professional staff positions throughout the University.

Applications/Nominations: Applications and nominations should be directed to:
James V. Kuch
President
Old Dominion University
Norfolk, VA 23529-0001
Ph: 804/683-3150
FAX: 804/683-4505

Review of credentials will begin on 1 March 1992 and continue until the position is filled.

Old Dominion University is an Affirmative Action, Equal Opportunity Employer.

Qualifications:
• Have an understanding of comprehensive community colleges and their relationship with education generally.
• Have ability for planning, both short range and long term.
• Have high level communications skills.
• Have ability to direct research, organize advocacy, and lead special projects.
• Earned Doctorate preferred.

Compensation: Competitive salary and benefits package.

Application: Submit letter of application, resume and at least three references to:

PA CCOE/PEF Search Committee
c/o Dr. Jack Kraft
800 North Third Street
Harrisburg, PA 17102-2112
Phone: 717/252-7584

Deadline: Deadline for receipt of applications is March 6, 1992.

Starting Date: July 1, 1992 with some flexibility possible.

AAREO Employer

19945. Application deadline: February 15, 1992. AAREO.

Student Affairs: The Counseling and Student Personnel Department at Marquette University is seeking a tenure-track position. The successful candidate will be responsible for teaching, supervising, and conducting research in the field of student affairs. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of student affairs.

Teacher Education: Tenure track Assistant Professor position in the Department of Teacher Education. The successful candidate will be responsible for teaching, supervising, and conducting research in the field of teacher education. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of teacher education.

Speech Pathology Assistant/Associate Professor: Longwood College is seeking a Ph.D. or Ph.D. equivalent candidate for a tenure-track position. The successful candidate will be responsible for teaching, supervising, and conducting research in the field of speech pathology. The position is open to individuals with experience in teaching, supervising, and conducting research in the field of speech pathology.

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PRESIDENT

California University of Pennsylvania

The Council of Trustees of California University invites nominations and applications for the 6th President of the University upon the retirement of John P. Walsh in June, 1992.

California University, founded in 1862, part of the State System of Higher Education of the Commonwealth of Pennsylvania, is a regional, comprehensive institution. The University's 333 full-time and 55 part-time faculty serve 7,000 students through the Colleges of Liberal Arts, Education and Human Services, Science and Technology, and the School of Graduate Studies and Research.

The largest institution of higher education in extreme southwestern Pennsylvania, California University is located 45 miles south of Pittsburgh in the Allegheny Mountains near Pennsylvania's Laurel Highlands. The University is a 20-minute commute to downtown Pittsburgh in the heart of the advanced economic development area.

California seeks candidates with demonstrated leadership skills, a clear understanding of and appreciation for the role of higher education in the state, and experience with the life and operation of an institution of higher education. The president should have an appreciation of the role of the State System of Higher Education and a willingness to participate as a partner in making system-wide issues.

The ideal candidates should possess the following strengths:
• ability to articulate a vision for the University's future growth and development
• experience with long range strategic planning
• a genuine commitment to shared governance in a collective bargaining environment
• successful experience in the management of complex environments
• ability to communicate effectively with diverse constituencies including faculty, staff, students, parents and alumni, business, community, and governmental leaders; and the media
• willingness to provide the leadership and personal involvement required for successful fund raising and resource development

A more complete statement of leadership qualities is available to all interested parties.

Nominations and applications should be sent to:

Mr. Frank Mascara
Chair, Presidential Search Committee
California University
P. O. Box 607
California, PA 15419

Applications should include a current resume and letter discussing the candidate's qualifications in terms of the stated criteria.

Applications will be reviewed commencing February 24, 1992. Candidates whose applications are received after that date cannot be considered for consideration.

California University of Pennsylvania is an AA/EEOC Employer, and strongly encourages the applications of women and minorities. This search is assisted by the Presidential Search Consultation Service of the Association of Governing Boards.

PRESIDENT

FLOYD COLLEGE Rome, Georgia

A Two-Year Unit of the University System of Georgia

The Board of Regents of the University System of Georgia and the President's Search and Screen Committee of the University System of Georgia invite nominations and applications for the position of President. The position is available on July 1, 1992, or as soon as possible thereafter. The President reports to the Board of Regents of the University System of Georgia and is responsible for the successful management of the institution.

Located on a modern 220-acre campus 75 miles northwest of Atlanta, the College serves more than 2,500 commuting students from a seven county area enrolled in transfer and career programs. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Science degree. Of special distinction at the College are the comprehensive support services provided for hearing impaired students and a wide range of public service courses and programs.

Minimum qualifications for a successful candidate are as follows:

• Earned doctorate or appropriate terminal degree.
• Administrative and teaching experience in higher education preferably at the two-year college level or a distinguished record of equivalent experience with understanding of the teaching and service functions of a two-year college.
• Documented evidence of administrative skills in financial management, resource development, strategic planning, and personnel supervision.
• Demonstrated record of acknowledged intellectual, intellectual accomplishments, dynamic leadership abilities, and effective communication skills.
• Commitment to the supportive of the mission of a two-year educational institution and the policies of the University System of Georgia as defined by the Board of Regents.

Nominations should include complete names, current titles, and current addresses of nominees and must be postmarked by February 15, 1992. Applications, consisting of a letter of interest, a comprehensive resume, and a list of names, addresses, and telephone numbers of a minimum of 5 individuals who may serve as references, must be postmarked by March 1, 1992. All nominations and applications should be forwarded to:

Jerry W. Shelton, Chair
Presidential Search and Screen Committee
P. O. Box 1864
Floyd College
Rome, Georgia 30162-1864

Relevant information (names, resumes, and non-evaluative materials) on all nominees and applicants will be open to public inspection under Georgia law.

Floyd College is an equal opportunity educational institution and an equal opportunity, affirmative action employer.

Qualifications:
• Have an understanding of comprehensive community colleges and their relationship with education generally.
• Have ability for planning, both short range and long term.
• Have high level communications skills.
• Have ability to direct research, organize advocacy, and lead special projects.
• Earned Doctorate preferred.

Compensation: Competitive salary and benefits package.

Application: Submit letter of application, resume and at least three references to:

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THE UNIVERSITY OF ARIZONA TUCSON, ARIZONA

FACULTY EVALUATION/ DEVELOPMENT SPECIALIST

Continuation of faculty evaluation/development component of the University Teaching Center.

Duties: Promotion of multi-faceted faculty evaluation practices; supervision of administration of faculty evaluation instrument; consultation/consultation of faculty issues in context of "faculty support"; consultations with individual faculty/departments regarding faculty evaluation results; program development addressing needs identified by faculty evaluations.

Qualifications: Doctorate in relevant field; knowledge/experience in faculty evaluation policies, procedures, and instruments; min. 2 years' experience in faculty/departmental development in large research institutions; conceptual/theoretical background in evaluation/assessment; understanding of college-level learning/teaching theory/practice.

Send a letter of application and resume to:

Dr. Juan R. Garcia, Director
University Teaching Center
University of Arizona
1017 N. Mountain Avenue, 85721
(602) 621-7768

Review of applications will begin December, 1991, and will continue until the position is filled. The University of Arizona is an Equal Opportunity, Affirmative Action Employer.

Qualifications: Doctorate in relevant field; knowledge/experience in faculty evaluation policies, procedures, and instruments; min. 2 years' experience in faculty/departmental development in large research institutions; conceptual/theoretical background in evaluation/assessment; understanding of college-level learning/teaching theory/practice.

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Qualifications: Doctorate in relevant field; knowledge/experience in faculty evaluation policies, procedures, and instruments; min. 2 years' experience in faculty/departmental development in large research institutions; conceptual/theoretical background in evaluation/assessment; understanding of college-level learning/teaching theory/practice.

Send a letter of application and resume to:

Dr. Juan R. Garcia, Director
University Teaching Center
University of Arizona
1017 N. Mountain Avenue, 85721
(602) 621-7768

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Southeast community college LINCOLN, NEBRASKA

CHANCELLOR

Are you that rare executive who can advance an organization to excellence? Are you a leader? Are you results oriented? Are you an activator? Do you make things happen? Are you a diplomat and yet have the courage to stand up for what you believe? Can you identify and develop other people's strengths? Can you coordinate the efforts of diverse individuals and organizations?

If this describes you, we encourage you to apply for the position of Chancellor at Southeast Community College.

Southeast Community College is a multi-campus college with the administrative offices located in Lincoln, the capital of Nebraska. Southeast Community College, with 450 full-time employees and a \$25,000,000 budget, serves over 38,000 people (5,800 FTE) each year through credit and non-credit courses. The campuses, located in Lincoln, Milford and Beatrice, provide vocational/technical and academic transfer programs. Southeast Community College is a locally supported two-year public community college and a vital segment of Nebraska's postsecondary education.

The Chancellor serves as the chief executive officer of the College, reporting directly to a locally elected Board of Governors.

Qualifications of the successful candidate will include:

- ◆ A leader who will work with the Board of Governors and the College community to provide an open and objective atmosphere for policy making and participatory management.
- ◆ A demonstrated commitment to

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President

College Misericordia
Dallas, Pennsylvania

The Board of Trustees of College Misericordia invites nominations and applications for the position of President.

Founded in 1924 by the Religious Sisters of Mercy who continue to sponsor the institution, College Misericordia is a Catholic, co-educational college dedicated to the values of justice, mercy and service. It strives to deliver quality, affordable undergraduate and graduate education to individuals of all faiths. Accredited by the Middle States Association, the College integrates the liberal arts with technical and professional education. The College has professional accreditation in occupational therapy, medical technology, radiologic technology, nursing, and social work.

The College enrolls approximately 1,600 traditional and non-traditional students in courses for Associate, Bachelor's, Master's degrees or professional certificates. It has a full and part-time faculty of 130.

Agential national trends the College has operated on a continually balanced budget, has made major additions to its physical plant, and is experiencing increases in enrollment and entering student board scores. Ninety-five percent of its 1990 graduates have found employment.

Located close to the Wilkes-Barre/Scranton airport in Northeast Pennsylvania, a growing area with 10,000 new employment opportunities since 1985 and rich in recreational resources, the College is a three-hour drive from either Philadelphia or New York City.

The President reports to the Board of Trustees and is responsible for the academic, administrative, and financial affairs of the College.

- Qualifications for the position include:
- demonstrated compatibility with the mission and value system of a Catholic college in the Mercy tradition
 - earned doctorate preferred
 - willingness to complete implementation of current academic plan and encourage new plans for future development
 - ability to establish and sustain a climate of development
 - adept at communication with diverse constituencies
 - demonstrated skills in successful administration and management of a comparable educational institution
 - ability to effectively represent the essence of the College to a variety of external organizations, agencies and individuals
 - proven fund-raising capabilities and evidence of successful resource acquisition

Nominations and applications should be sent to:

Sarah Ellen Lananan, Ed.D., Chair
 Presidential Search Committee
 College Misericordia
 Lake Street
 Dallas, Pennsylvania 18012

Applications should include a current resume and a letter discussing the candidate's suitability for the position.

The Search Committee will begin reviewing applications on February 19, 1992. No candidate can be guaranteed full consideration if materials are received after that date.

College Misericordia is an AA/EEO employer. This search is assisted by the Presidential Search Consultation Service of ACG.

PRESIDENT

Reid State Technical College

Applications are being accepted for the position of president of Reid State Technical College located in Evergreen, Alabama. The College serves approximately 450 students and employs approximately 60 personnel.

Master's degree is required. Earned doctorate in administration of higher education and five years' community college experience at the level of college dean or higher are preferred. Candidates must have experience and knowledge of the mission and role of a two-year college and/or an understanding of occupational/technical education and the role of the technical college.

Compensation is \$61,494 to \$74,022, dependent upon qualifications and experience, plus a benefits package which includes housing and expense allowance. To be considered for this position, an applicant must complete and submit a Department of Postsecondary Education application form and a comprehensive resume by March 1, 1992 to:

Chancellor Fred Galtus
 Department of Postsecondary Education
 401 Adams Avenue
 Montgomery, Alabama 36130-2130

Finalists will be required to submit additional information, including transcripts. Preliminary screening of applications will be conducted by a search committee. Selection process subject to Alabama Sunshine (open meetings) Law and Alabama statutes on disclosure of public records. Application form may be obtained from the Department of Postsecondary Education, Personnel Office, (205) 242-2996. Applications postmarked after March 1 will not be accepted.

EQUAL OPPORTUNITY EMPLOYER

Therapeutic Recreation Facility, Lake Superior State University invites applications for a one-year appointment for the 1992-93 academic year. Applicants should be qualified to teach courses in Foundations in Therapeutic Recreation, Facilitation Techniques, a "Disabilities" course which will expose students to the characteristics of a wide range of disabling conditions, a field visiting supervised supervision to students in a pre-internship experience, and a general introduction to Recreation and Leisure studies. Additional responsibilities will include teaching several recreational activity classes such as bowling, badminton, golf, tennis, basketball, etc. One teaching position is available in the Recreation Center. Minimum of Master's degree in Therapeutic Recreation, NCTRC certified, and teaching experience in a college setting. Submit a letter of recommendation to Raytheon/Summer Sessions, Lake Superior State University, Sault Ste. Marie, Michigan 49783. Consideration of applicants will begin upon receipt, but application will be accepted until the position is filled. An Equal Opportunity Employer, Affirmative Action Employer.

Assistant Dean, School of Business and Economics, North Carolina A&T State University, Greensboro, North Carolina 27411. An AA/EEO employer.

Upward Bound Director, Mars Hill College, a Baptist affiliated institution in the Blue Ridge Mountains of North Carolina, is seeking a Director for its Upward Bound Program. Candidates must have a minimum of a master's degree in counseling or education, ability to work with people of ethnic backgrounds, and demonstrated administrative skills and experience with Upward Bound or similar programs. Application deadline is February 14, 1992. Salary range is mid to upper 20's, based on experience. The salary and position is subject to confirmation of funding. Send vita, transcripts, three letters of recommendation to Raytheon/Summer Sessions, Lake Superior State University, Sault Ste. Marie, Michigan 49783. Consideration of applicants will begin upon receipt, but application will be accepted until the position is filled. An Equal Opportunity Employer, Affirmative Action Employer.

Vice Chancellor, The University of Hong Kong, Deputy Vice-Chancellor, (No-advancement) of the University's Vice-Chancellor, full-time post of Deputy Vice-Chancellor. The University is expanding rapidly and intends to appoint a deputy expected to be Vice-Chancellor in addition to deputizing for the Vice-Chancellor as necessary. The appointee will be expected to develop the work and quality of the University's activities in the

President

Sonoma State University
Rohnert Park, California

The Chancellor and the Board of Trustees of the California State University system invite nominations and expressions of interest for the Presidency of Sonoma State University.

Established in 1960, Sonoma State University is a predominantly undergraduate institution of liberal arts and sciences which also offers a select range of graduate and professional programs. Small class size and close relationships among students, faculty, and staff are hallmarks of the institution. More than 400 full-time and part-time faculty provide instruction to 7,400 students, 900 of whom reside on campus. Approximately 62 percent of the students are women; 25 is the average age of undergraduates and 38 is the average age of graduate students.

The University is located on 220 acres in the town of Rohnert Park, 50 miles north of San Francisco, 20 miles from the Pacific Ocean, and within the world-famous Sonoma wine region. The campus is attractive, modern, and well-equipped. The beauty of the campus and its setting allow students to pursue their educational goals in a pleasant environment removed from the pressures of urban life.

Prospective candidates should have the experience, vision, and energy to lead a comprehensive public university situated in a suburban/rural area. Candidates must be committed to excellence in undergraduate education in the liberal arts and sciences; experienced at working cooperatively with faculty, students, and staff; committed to expanding the positive relationship the University enjoys with the surrounding region; able to build on the strong base of a well-managed institution; skilled at managing the budget of a complex organization; skilled at representing the institution in external relations; capable of expanding fund-raising efforts; committed to clear, strong leadership in advancing the goals of affirmative action and educational equity; and prepared to function in a collective bargaining environment. Candidates also should have demonstrated proficiency in teaching and competency in scholarship, be able to provide academic leadership, and demonstrate successful administrative skills and collegial leadership.

The President is the chief executive officer of the University and is responsible to the Board of Trustees through the Chancellor.

Nominations and expressions of interest with current resumes should be sent to:

Mr. Ted J. Saenger, Chair
 Presidential Selection Advisory Committee
 Sonoma State University
 1801 East Cotati Avenue
 Rohnert Park, CA 94928

Review of resumes will begin February 20, 1992

An Equal Opportunity Employer
 Women and ethnic minorities are encouraged to become candidates

Sonoma State University

1801 East Cotati Avenue • Rohnert Park, CA 94928
 A campus of the California State University system

You could be...

President

Moorpark College Ventura College
 If you have a doctorate or masters degree with professional recognition justifying waiver of doctorate. 3 years full-time teaching or related service experience in an accredited post-secondary institution. 3 years administrative experience in an accredited post-secondary institution.

Apply now... 2 positions available!
 Call for application packet - 805 654-6424

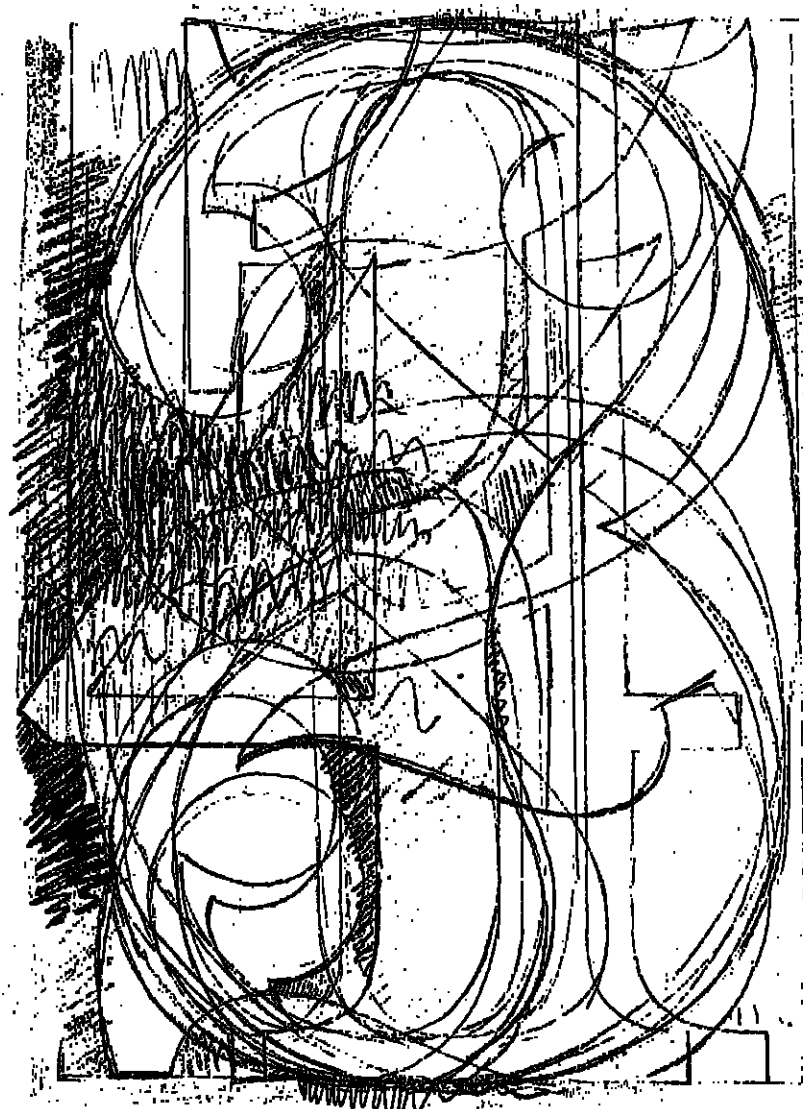
Ventura County Community College District
 71 Day Road, Ventura, CA 93003
 Resumes only will not be accepted

Filing deadline February 21, 1992, 4:30 p.m.

The Ventura County Community College District is an Affirmative Action, Equal Opportunity Employer and actively seeks the candidacy of ethnic minorities, women, disabled and Vietnam-era veterans.

field of research, in a climate of increasing financial support and growing numbers of postgraduate research student places. If you have a doctorate or masters degree in the appropriate field, you will be considered for the position. The salary for the post will be of senior level, but will be for not less than the average of the non-clinical HX30,620 per annum. The term of appointment will be negotiated with the less than 3 years. There is no set retirement for the post. The appointment may carry the salary of the University's salary scale, but will be for not less than the average of the non-clinical HX30,620 per annum. The term of appointment will be negotiated with the less than 3 years. There is no set retirement for the post. The appointment may carry the salary of the University's salary scale, but will be for not less than the average of the non-clinical HX30,620 per annum. The term of appointment will be negotiated with the less than 3 years. 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End Paper



"0 THROUGH 9" (1961), JASPER JOHNS, © VAGA, NEW YORK, 1992

A FEW YEARS after the New York School splashed copious amounts of paint all across the art world, a new generation of young American artists began to emerge, taking art in an entirely different direction from that of the earlier action painters. Jasper Johns, one of the most significant of this new breed, traced his lineage not to the Abstract Expressionists, but instead to the rich tradition of Duchamp and Magritte. Like them, Johns was concerned with the meaning we attach to words and images, and, like theirs, Johns's artistic responses contain within them several stunning visual metaphors of Einstein's new vision of space, time, and light.

The principal subjects of many of Johns's paintings were alphabets and number series. The same innovations that initiated the Greeks' inquiry into the nature of reality twenty-five hundred years ago became for Johns a place to begin to explore their hidden signifi-

Stunning Metaphors of Einstein's Vision of Space and Time

cance. In his work "0 Through 9" (1961), for example, Johns challenges the inviolability of sequence, one of the most sacred notions of Aristotelian time. No more precise metaphor for sequence exists than an arithmetic number series. The progression of 1, 2, 3, 4, . . . in time and space is the antithesis of simultaneity. Johns conflated these two opposing principles and made them complementary when he created a master image of all the cardinal numbers superimposed upon one another, making it impossible to see them one at a time. Instead

J. Johns
PHOTOGRAPH BY BLUMHART & BARNETT

of the orderly marching seconds of a digital watch, in Johns's version numbers are piled upon another in a neat simultaneous stack.

As the reader knows, there exists only one condition of time in which the progression of all moments can be apprehended simultaneously, and that is when the world is seen from astride a beam of light. At C (the speed of light), all events would be superimposed on one another like Johns's numerals so that they would be seen simultaneously, instead of prosaically beaded together as on a linear string. Johns's painting is the most precise expression of the idea of the simultaneity of spacetime at C in the entire history of art.

The text above is excerpted from Art & Physics: Parallel Visions in Space, Time & Light, by Leonard Shlain, a professor of laparoscopic video-assisted surgery at the University of California at San Francisco. The book is published by William Morrow and Company.

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Colleges Challenge Government Data on Loan Defaults

Continued From Page A25

expected to begin repaying their loans that year.

Ms. Michulowski said bankers and guarantee-agency officials had incorrectly assumed in some cases that community-college students would begin repayments two years after they received their first loans at the college. Students who dropped out early or who took more than two years, therefore, skewed the default rates.

Dan Parker, a spokesman for the California Student Aid Commission, confirmed that the agency had recalculated lower rates for Barstow, Cananda, Lassen, Los Angeles Southwest, Los Medanos, Porterville, and West Hills Col-

"We have had major concerns with this program and we are considering our options for the future in this arena."

leges. The lower rates were passed on to the Education Department, which will decide whether to accept them.

For a few of the California colleges, the recalculated rates were markedly lower than those the government had reported. Lassen, for example, had its 1989 rate drop to 19.3 per cent from 43.2 per cent, and Los Medanos had its 1988 rate drop to 9.3 per cent from 46.7 per cent.

"As we have suspected for some time, this review has demonstrated obvious problems in the data base used to calculate institutional default rates," David Mertes, chancellor of the community-college system, said in a statement. "We have had major concerns with this program and we are considering our options for the future in this arena."

Officials at other colleges fighting to stay in the loan programs also have contended that the default data were too unreliable to be used in cutting institutions out of such important programs. "If you're going to pull the switch and you have someone's arms clamped down and the hat on their head, it helps to know you've got the right person in the chair," said Jeremy R. Berg, vice-president for student services at Jordan College.

Jordan was reported to have had default rates of 48, 58, and 46.2 per cent in 1987, 1988, and 1989, respectively. Mr. Berg said the government's 1989 default rate for the portion of the college's loans guaranteed by the state agency in Michigan was 20 percentage points too high.

"The numbers are inaccurate and probably impossible to pin down at this time," said Mr. Berg. The system was designed to keep a total of defaults, but it is not reliable when it comes to pinpointing exactly when a default oc-

curred for purposes of calculating an annual default rate, he said.

Mr. Berg said he hoped the federal government would have the courage to admit that errors were made and to allow loans to continue for institutions that the government has publicly branded as the cause of the nation's default problem. "If the numbers are inaccurate, all of the rhetoric is misplaced," he said.

Some Colleges Withdraw

Education Department officials defended their use of the default figures. An official in the Office of Postsecondary Education said that the government was giving colleges every opportunity to verify the accuracy of the default rates with the guarantee agencies before taking any action against the institutions.

Officials at several of the nine non-profit institutions that have been dismissed from the loan programs or have opted to withdraw, said they were not sorry to be out.

"We do not anticipate at this time ever asking to participate in the program again," said Dave Roberts, business manager of Moore-Norman Area Vocational Technical School in Oklahoma. He noted that the school had suffered bad publicity for having high default rates, even though federal law at the time had prohibited colleges from denying loans to low-income students.

Mr. Roberts reported that his school continued to enroll needy students with the help of Pell Grants and other aid programs.

Darnell Cole, chancellor of Indiana Vocational Technical College Northwest, said his institution had

Small Colleges May Face Big Problems Over Court's Ruling on Animal Welfare

Continued From Page A25

tended those animals to be protected by the legislation. He said the 20-year policy of exempting rats, mice, and birds from the legislation was "arbitrary and capricious."

Scientists said they understood the need to add birds, mice, and rats to the regulations. Said Franklin M. Loew, dean of the Tufts University School of Veterinary Medicine: "It's been very difficult to defend the one federal law that the scientific community has held out as regulating animals in research, when that law has excluded 85 to 90 per cent of the animals used in research, namely mice and rats."

He added: "Although the regulations will add more bureaucracy into the system and be more time consuming, it may be worth it to make the regulations publicly defensible."

Guidelines Already Used

Dr. Loew said the addition of the animals to the regulations would make little difference to most research institutions because their animals are already protected by the National Institutes of Health and Public Health Service guidelines that institutions must follow if they use the animals for federally supported research.

"I think the court ruling will make little difference in the lives of the vast majority of mice

Status of Institutions Facing Loss of Student-Aid Eligibility

Non-profit institutions in danger of losing eligibility for all student aid

AWAITING FINAL ACTION:

Little Hoop Community College

LISTED IN ERROR:

Bnos Jerusalem Seminary
Nuclear Medicine Institute of the University of Florida
Rabbinical Seminary Adas Yereim

Non-profit institutions in danger of losing eligibility for student loans

APPEAL PENDING:

Barstow College
Cananda College
Highland Park Community College
Jordan College
Lassen College
Los Medanos College
Meritt College
Missouri Valley College
Porterville College
Wayne County Community College
West Hills College

SOURCE: DEPARTMENT OF EDUCATION

NO LONGER PARTICIPATING IN LOAN PROGRAMS:

City Colleges of Chicago, Kennedy-King College
Indiana Vocational Technical College Northwest
Los Angeles Southwest College
Moore-Norman Area Vocational Technical School (Oklahoma)
Payne-Pulliam School of Trade and Commerce (Michigan)
San Francisco Community College District
Southern Vocational College (Alabama)
State Area Vocational Technical School at Whitland (Tennessee)
Twin Cities Opportunities Industrialization Center

had difficulties serving low-income students since being dismissed from the student-loan programs. "We service an older-student population, many of whom are pursuing educational opportunities to improve their economic plight," he said in a statement.

"The loss of OSL eligibility limits the opportunities available to those individuals, primarily those who are dependent upon public-service moneys."

Education Department officials accompanied their July announcement of 178 institutions in danger of losing student loans with a list of 76 institutions that were on the verge of losing eligibility for all stu-

dent aid. The institutions were said to be violating a 1989 regulation that bars participation in all student-aid programs for institutions with default rates above 60 per cent in a single year.

3 Listed Incorrectly

A department official said last week that three institutions had been incorrectly listed among the 76 and that 14 others had closed or been removed from the programs. The department is conducting reviews of the student-aid operations of the others.

The three institutions listed incorrectly were non-profit institutions. They were the victims of

bookkeeping errors that meant students who defaulted on loans having attended those programs when they had not.

The one remaining non-profit institution on the list is Little Hoop Community College. A student officer at the college, who did not to be identified, said Little Hoop had acknowledged that it had a default problem because its many low-income students could not legally deny them loans.

The officer said the college was working with the Education Department on a solution that would decrease defaults and keep the college eligible for Pell Grants and other aid programs.

and rats used in research," he said.

The NIH guidelines require that institutions designate an official who is responsible for the institution's laboratory-animal program. The regulations also require that colleges have an Institutional Animal Use and Care Committee and that the panel include a member not affiliated with the institution as well as a veterinarian with training in the care and use of laboratory animals.

The committee must provide the NIH with detailed information about programs for the care and use of research animals and must also review and approve sections of grant applications that describe the care and use of animals.

While researchers say those regulations are as strict as those of the Agriculture Department's Animal Welfare Act, animal-rights activists say a fundamental flaw is that they rely on colleges and universities to police themselves. Valerie Stanley, a lawyer for the Animal Legal Defense Fund, said that the NIH rules "are simply guidelines; they leave a lot of discretion to the research institution. The Animal Welfare regulations are much more specific for things like food, water, space, housing, space, and humidity levels."

Also, she said, the Animal Welfare Act requires much more frequent and stringent inspections by the Agriculture Department.

Smaller institutions, which do little federal research and limit themselves to birds, mice, and rats, may be most affected by the new regulations, said Barbara Rich, executive vice-president of the National Association for Biomedical Research.

Jaak Panksepp, a professor of psychobiology at Bowling Green State University, said that adding birds, rats, and mice to the regulations "may change the research dramatically" at institutions like Bowling Green.

"Every time there are new regu-

"I think the court ruling will make little difference in the lives of the vast majority of mice and rats used in research."

lations, there are extra costs and more details to be followed. The new regulations will probably be more precise about space requirements, and we may have to purchase new cages," he said. "These may mean enormous expenses that a small school can't usually tolerate."

Officials at other small colleges say they are not too worried. "We feel that we are already providing

the best possible care of these animals in terms of training, care, and handling. The health of animals is critical for good research," said Betty Zimmerberg Glick, an assistant professor of psychology and chairwoman of the Institutional Animal Use and Care Committee at Williams College.

"How Are They Going to Deal With It?"
Ralph Dell, a professor of psychology at Columbia University College of Physicians and Surgeons, said the biggest hardship imposed by the addition of rats, mice, and birds to the welfare regulations would be felt at the Agriculture Department, which has to enforce the regulations.

"How in the world are they going to do it?" he asked. "They've got 40 or 50 inspectors to go around the country looking at how non-research animals are treated, and non-research animals are only make up about 10 per cent of research animals. They are going to need a major-league increase in the number of inspectors, and mice and rats make up 90 per cent of animals used in research. The question is, Where are they going to get enough money and manpower to enforce the regulations?"

Kendra Pratt, a spokeswoman for the Animal and Plant Health Inspection Service of the Agriculture Department, said the department was meeting with Justice Department officials to decide whether to appeal the court decision.

Church-State Doctrine Gets New Attention in Disputes Over Bonds for Religious Colleges

By GOLDIE BLUMENSTYK

Legal skirmishes in two states have drawn new attention to the issue of whether the use of tax-free bonds by religious colleges violates the doctrine of church-state separation.

Both cases—a lawsuit in federal court against David Lipscomb University and a potential lawsuit in a Virginia state court concerning Regent University—deal with the colleges' use of tax-free industrial revenue bonds to finance campus construction projects.

Bonds Already Sold

The Lipscomb challenge affects \$15-million in bonds that have already been authorized and sold with the endorsement of the Nashville and Davidson County Metropolitan Government.

The Regent case concerns \$10-million worth of bonds that were authorized by the Virginia Beach City Council in June but that have not gone through the entire government-approval process. Opponents of the bonds were unsuccessful in challenging the city council's action but promised to intervene when the college presents the bonds before a state circuit court for "validation" as a legitimate public purpose.

The two cases came as the U.S. Supreme Court was weighing a case that could dramatically change the legal rules defining government involvement with religion.

That case deals with prayer at public high-school graduation ceremonies. The Bush Administration has asked the Supreme Court to use the case to throw out the standards it has used since 1971 and replace them with new constitutional guidelines that would allow greater government aid to religious institutions, including aid provided through bonds. The Court is expected to rule this year.

The current standards allow governments to provide aid to religious



The Rev. Tom Baker, a plaintiff against David Lipscomb U., says its leaders place "a heavier emphasis on their form of religion than others."

colleges for non-religious purposes, except in cases where the institutions are so sectarian that any kind of aid would inevitably advance the religion involved.

Institutions that use tax-free bonds can borrow money at below-market rates because buyers of the bonds accept lower interest rates in exchange for not having to pay state or federal tax on the income.

Groups that advocate strict separation of church and state say allowing the colleges to use such bonds violates the separation principle by providing indirect government subsidies to the religious institutions.

Last year the Supreme Court of Virginia upheld that line of thinking in a case involving Liberty University. The unanimous ruling said that because Liberty was "pervasively sectarian," it would be unconstitutional to allow the institution to benefit from a \$60-million bond issue previously authorized by Lynchburg city officials.

"The Facts Are Very Close"

Opponents of the bonds for Lipscomb and Regent Universities make the same argument.

The Virginia case is not controlling in Tennessee, but the lawyer for Americans for Religious Liber-

ty and the five other Tennessee plaintiffs said that because the Virginia Supreme Court had made its ruling on both state and federal constitutional grounds, the case has applicability in Tennessee.

Says Joseph Johnston, the lawyer: "The facts are very, very close."

Officials at both Lipscomb and Regent, however, insist that their cases are different. They say their institutions are not controlled by religion to the same degree as is Liberty. Lipscomb officials also note that 14 other religiously affiliated colleges in Tennessee have used similar tax-exempt financing.

STATE NOTES

- Illinois court rules Yale alumni group ineligible for sales-tax exemption
- South Carolina's ethics law may bar payments for faculty travel costs

An Illinois court has ruled that a Yale University alumni group does not qualify as a charity for an exemption from paying sales taxes because its recruiting and fund-raising activities primarily benefit Yale, not the taxpaying public.

The Appellate Court of Illinois also ruled that the Yale Club of Chicago did not qualify for the exemption as an educational institution because its activities "are not so clearly related to the educational goals or administrative needs of Yale."

State officials have long maintained that clubs performing similar activities do not qualify for the exemption. The Yale Club was the first such group to challenge the state's position in court.

The lawyer for the Yale Club, Donald L. Metzger, said the ruling did not adequately acknowl-

edge that the club raised money for scholarships and that its student-recruiting activities were conducted under university procedures. He also said that the decision's repeated references to Yale as an out-of-state institution showed that the court might have been influenced by parochialism.

"Illinois taxpayers benefit because we're helping send a lot of people to college," he said. Mr. Metzger said the actual impact of the ruling was not that great because the club did not typically spend a lot of money on goods, "but we felt that the principles were very important."

The State Supreme Court has denied the club's request for an appeal. —GOLDIE BLUMENSTYK

Higher-education officials in South Carolina say the

state's new ethics law is so sweeping that it may prohibit the reimbursement of faculty members who travel to present research results or speak at conferences.

Fred R. Sheheen, commissioner of higher education, said the executive director of the state Ethics Commission had met with college officials to discuss the new law. "But," Mr. Sheheen said, "we didn't get a definitive answer" to questions about honoraria and travel reimbursement.

The law is a voluminous document, and the state Ethics Commission and Secretary of State's office are still reviewing it. They have issued opinions on a case-by-case basis to clarify some of its provisions.

They also are compiling a list of recommended changes and amendments for state lawmakers

to consider in the current legislative session.

This week the state Ethics Commission is expected to discuss a provision that is particularly troubling for higher-education officials. Under the law, which took effect on January 1, a public employee may not accept payments or gifts related to the performance of his or her official duties.

That appears to prohibit faculty members and college officials from accepting travel expenses or honoraria from non-state agencies or organizations, state officials say.

Said Francis Canavan, associate vice-president for public affairs at Clemson University: "If universities were expected to pay for all travel for faculty members, it would be an enormous burden." —MARY CRYSTAL CAGE

Lipscomb is affiliated with the Churches of Christ and requires its full-time students to attend daily Bible classes and chapel services. According to the institution's by-laws, all employees, except those in food service and buildings and grounds, are expected to be members in good standing in the Churches of Christ.

Statement of Faith

Regent, previously known as CBN University, is a graduate school founded by the religious broadcaster Pat Robertson. Application forms mailed as recently as last summer ask students to sign a statement of faith that reflects fundamentalist religious views and a commitment to the mission of "world-wide evangelization." The university is not affiliated with any particular church, and, according to its spokeswoman, 26 denominations are represented in its student body.

Lipscomb's president, Harold Hazelip, says his institution differs from Liberty because it is not controlled by a single church. He adds: "We have a value system but it is not forced."

The Rev. Tom Baker, a Presbyterian minister who is one of the plaintiffs in the case against Lipscomb and Nashville, says the fact that other religious colleges have benefited from such bonds is irrelevant.

Moreover, he says, Lipscomb's leaders place "a heavier emphasis on their form of religion than others." Mr. Baker says he has no hostility toward Lipscomb. But, he says, "I just think everybody should carry their own bucket of water."

Setback for Opponents

Before the religious nature of Lipscomb and Regent can be established in court, the cases must get to the trial stage.

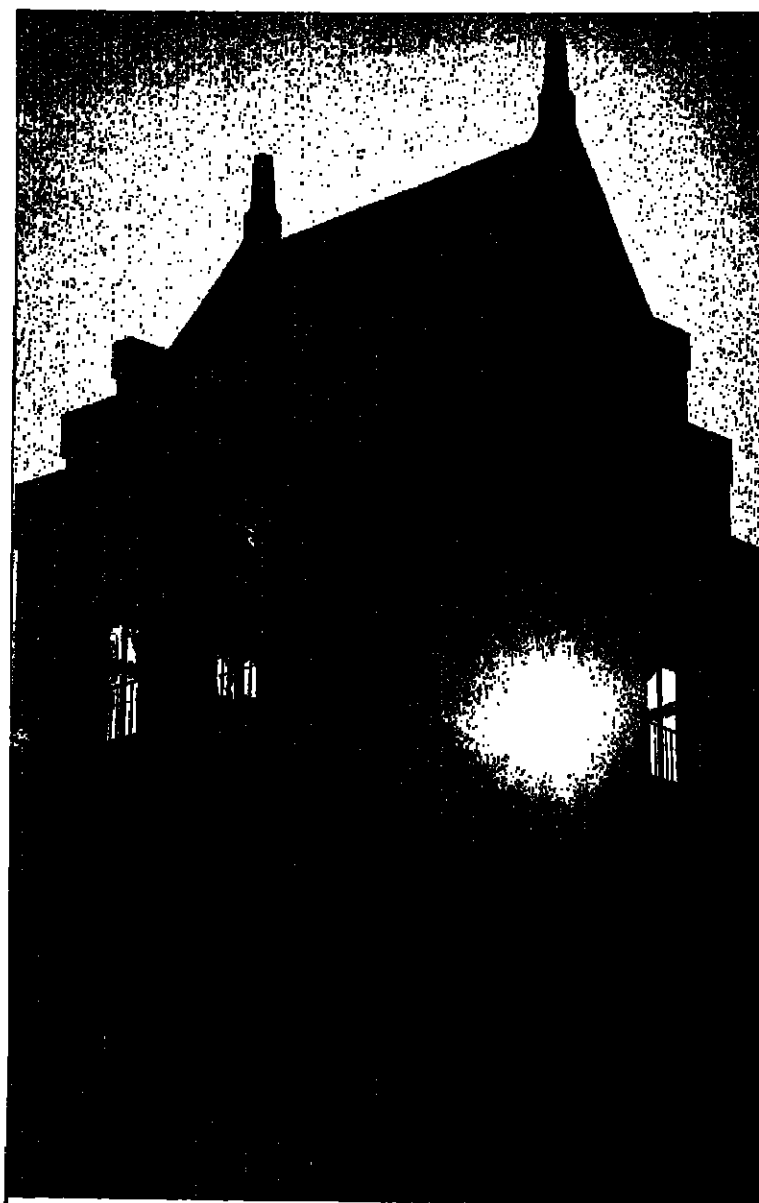
Opponents of Lipscomb's use of bonds were dealt a setback this month when a federal magistrate in Tennessee recommended that the case be dismissed without a trial.

Magistrate Kent Sandidge said the plaintiffs had not shown that the bond issue had injured them as taxpayers. The plaintiffs say the magistrate misunderstood the requirements for standing in taxpayer suits and plan to appeal.

Regent, meanwhile, has delayed the final stage of the process for obtaining tax-exempt financing. Opponents of the bonds say they believe Regent is waiting to see if the U.S. Supreme Court case creates a friendlier legal climate for such bonds.

Joseph Conn, a spokesman for Americans United for Separation of Church and State, the organization that fought Liberty's bonds, says it appears that Regent hopes "that the Court will lower the rule of separation enough that they can go over" it.

The Regent spokeswoman says that to her knowledge the institution is not waiting for the Supreme Court to act, and that Regent officials expect that this bond issue, like the \$4-million one they received in 1984, will ultimately be approved.



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WASHINGTON UPDATE

- New federal committee will study future of higher education
- NIH to add funds for projects involving disabled researchers
- Temple U. prevails in dispute over state Medicaid payments

A top Education Department official, contending that higher education does not have a vision for the future, has established a committee to examine the challenges that colleges, universities, and trade schools will face in the next century.

Carolynn Reid-Wallace, Assistant Secretary for postsecondary education, told reporters last week that the "21st Century Committee" would examine student demographics and "think boldly and creatively" about the future. "What ought we to be teaching [students] and what kinds of issues ought we to be addressing?" she said.

Charles H. Karelis, director of the Fund for the Improvement of Postsecondary Education, will head the committee of department personnel, which will seek advice from college administrators, business leaders, and lawmakers. Ms. Reid-Wallace said the committee's work would help colleges and "serve as a foundation for our work in this office for the next few years."

"In the higher-education community, we have not, for whatever reason, articulated an intellectual vision," she said. "We've just not done it."

In response to a question about whether the Education Department would provide more money for student aid if the committee concluded that such funds were needed, Ms. Reid-Wallace gave no assurances. "I would be very surprised if there was a student in this country who wanted to go to college who could not find a package of grants and loans that would support not the full cost of college, but a significant portion of that cost," she said. "I'd be very, very surprised if we could come up with 10 such students in all of America," she added.

Ms. Reid-Wallace said many things needed to be done to improve higher education that did not require additional funds, such as finding ways to encourage more female and minority-group students to pursue science and engineering.

—THOMAS J. DeLOUGHRY

The National Institutes of Health will begin this month to provide supplemental funds to grant recipients who work with disabled faculty members or students on research projects.

The program was started in response to a 1989 report by the President's Task Force on Women, Minorities, and the Handicapped that stated that few disabled individuals were pursuing careers in science and engineering, according to Walter Schaffer, director of the Office of Research Training and Special Programs at NIH.

Visually impaired, deaf, mentally or emotionally ill, and learning-disabled students and faculty members are eligible to participate in the program, Mr. Schaffer said. "The disabled student or faculty

member must contribute to the project in a very real way," he stated. "We will not give extra funds to projects where disabled individuals are just washing dishes or feeding the rats."

Money will be provided for the salaries and certain expenses of the disabled student or faculty member. Also, money will go for equipment "that could help the individual with disabilities in the laboratory," he said.

Mr. Schaffer said the approach was based on a program that provides extra money to investigators who work with minority students and faculty members.

He said it was too early to know how much the program would cost the NIH.

—STEPHEN BURN

Temple University and other operators of hospitals that serve large numbers of poor patients won a legal victory last week when the U.S. Supreme Court let stand a ruling favoring Temple in its dispute with the state of Pennsylvania over Medicaid payments.

In declining to hear the case, the Court upheld two lower-court rulings that said Pennsylvania's reimbursements to Temple for its cost of serving Medicaid patients were inadequate and therefore illegal.

The Court's action directly affects only the states in the Third Circuit Court of Appeals—Delaware, New Jersey, and Pennsylvania.

—GOLDIE BLUMENSTEIN

WASHINGTON ALMANAC

IN FEDERAL AGENCIES

Energy conservation. The Department of Energy has proposed rules that would clarify procedures for participation in the Institutional Conservation Program, which provides grants to colleges for conducting audits to increase energy efficiency in their buildings. Comments from the public must be received by February 14 (*Federal Register*, January 6, Pages 432-63).

Research. The Department of Energy has issued final rules that make changes in its policies for awarding research grants and set forth procedures for using human subjects in research (*Federal Register*, January 2, Pages 1-5).

Veterans' education benefits. The Department of Veterans Affairs has proposed rules that would revise provisions for determining whether a person receiving benefits can change programs of education. Comments from the public must be received by February 10 (*Federal Register*, January 9, Pages 865-6).

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Indirect costs. January 30. Hearing on federal payments to colleges for the indirect costs of federally supported research. Contact: House Energy and Commerce Subcommittee on Oversight and Investigations; (202) 225-4441.

National Science Foundation. February 25, 26. Hearings on the reauthorization of the National Science Founda-

tion. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-8844.

Science education. February 27. Hearings on science education. Contact: House Science, Space, and Technology Subcommittee on Science; (202) 225-8844.

Taxes. January 28, 29. Hearings on making permanent a number of tax breaks, including deductions for business-sponsored research, donations of art to museums, and employee-education benefits. Contact: House Committee on Ways and Means; (202) 225-3625.

WASHINGTON PEOPLE

Noamli K. Cohen, a state representative from Connecticut, has been reappointed by Education Secretary Lamar Alexander to the National Assessment Governing Board.

William Hise, vice-president for administrative services and dean of admissions at Bates College, has been appointed by Senate Majority Leader George J. Mitchell to the Advisory Committee on Student Financial Assistance.

William J. Hume, chairman of the board of the Hillel American Foods Company (San Francisco), has been appointed by Secretary Alexander to the National Assessment Governing Board.

Helen M. Ollison, a student at the Graduate School of Business Administration at the University of Michigan, has been appointed by Secretary Alexander to the Advisory Committee on Student Financial Assistance.

Kenny J. Williams, professor of English at Duke University, has been nominated by President Bush to the National Council on the Humanities.

Give & Take

Iowa State University has made good on its threat to sue companies that refused to pay royalties on a patent it holds on an electronic device used in facsimile machines.

In 1990, the Iowa State University Research Foundation told about 40 fax-machine manufacturers that they were infringing on its patent for the device, developed by an Iowa graduate student. The foundation asked the companies to pay a licensing fee on sales of machines using the device from 1985 to 1990, when the patent expired.

Several companies paid. Others are working out payment agreements estimated in the tens of millions of dollars, campus officials say. But two companies have refused.

The foundation filed a lawsuit in Federal District Court in Des Moines last month against the companies, Murata Manufacturing Co. Ltd. and the Nec Corporation. The suit alleges both companies infringed on the university's patent and seeks damages.

According to an article in *The New York Times*, Stewart Lubitz, an attorney for Murata, said, "We needed time to fully understand the matter, and they couldn't give us any more time."

A new book written by four scholars warns that future students will suffer if colleges and universities don't solve their economic problems.

The book, *Economic Challenges in Higher Education*, was released this month by the University of Chicago Press. Written by four economists from Cornell, Duke, and Vanderbilt Universities, the book was a project of the National Bureau of Economic Research, supported by the Andrew W. Mellon Foundation.

Economic Challenges analyzes problems concerning educators by explaining how higher education is affected by the nation's economy. It also proposes cures for ailing colleges. Among other ideas, it recommends that colleges hire more professors without Ph.D.'s.

Hiram College is getting tough with students who don't pay overdue tuition bills: It has locked the students out of their dormitory rooms.

Last fall, the college warned that students who failed to pay their bills would be barred from classes and dormitories. Officials estimated the unpaid bills totaled several hundred thousand dollars.

When students with overdue bills returned this semester, they found that locks on their dormitory-room doors had been changed. To get new keys, the students and their parents had to work out payment plans with college officials.

Hiram's strategy infuriated many. But only two students, one of whom owed more than \$12,000, had to be barred from the campus because they failed to pay up.

Business & Philanthropy



James Piereson of the John M. Olin Foundation: "Let's not raise questions about where funding comes from. All academic programs have to be funded. I'm not complaining that people on the other side are receiving funding, am I?"

Olin Fund Gives Millions to Conservative Activities in Higher Education; Critics See Political Agenda

By LIZ McMILLEN

What do Allan Bloom, Dinesh D'Souza, Roger Kimball, William Bennett, the Madison Center for Educational Affairs, and the National Association of Scholars have in common? Besides being sharply critical of what they regard as the left-wing tilt of American higher education, they have received thousands of dollars from one source—the John M. Olin Foundation.

Over the last 10 years or so, the Olin Foundation has given millions to support student newspapers, think tanks, and prominent thinkers writing about higher education. In a relatively short time, it has earned a reputation as a highly successful grant maker. One foundation observer, noting its highly focused, strategic activities, calls it the most effective private foundation in the country.

It has also earned a few enemies. The problem, as some academics see it, is the conservative cast of the foundation's goals and its use of millions of dollars to support activities that directly challenge the spread of diversity and multiculturalism on campuses. Far from promoting objective, dispassionate scholarship, as it claims, the Olin Foundation has an explicit political agenda, with ties to officials in the Republican Party, these critics argue.

Involved in the PC Debate

Olin has come under fire from Teachers for a Democratic Culture, for example, a group formed to defend curricular reforms. Trying to call at-

tention to the source of the financial backing of many critics of higher education, the group prepared a fact sheet about Olin grants that drew from the foundation's annual reports. The fact sheet was distributed at last month's annual meeting of the Modern Language Association.

"The whole issue of the politics of funding needs to be opened up and discussed much more thoroughly," says Gerald



Gerald Graff, left, of Teachers for a Democratic Culture, with co-director Gregory Jay: "The whole issue of the politics of funding needs to be opened up and discussed more thoroughly."

Graff, a coordinator of Teachers for a Democratic Culture and an English professor at the University of Chicago.

As the debate simmers over "political correctness" and what should be taught in college curricula, the question of who supports what is a hot issue these days. The Olin Foundation, more than any other conservative fund, has become a player in that debate. And that makes its directors very happy.

James Piereson, the foundation's executive director, says Olin's grant support is aimed at opening up a "closed community" at colleges, where ideas that don't coincide with the prevailing "orthodoxy" are deemed racist or sexist. "Totalitarian" is not quite the right word for it, nor is "authoritarian," Mr. Piereson says. "It's certainly repressive. Whatever it is, it's bad for higher education."

Open About Its Goals

Although the foundation is open about its goals and the kind of projects it supports, Mr. Piereson challenged the use of the word "ideological" to describe the foundation's activities. "Ideology" suggests an orthodoxy," Mr. Piereson says. "Philosophical principles" might be a better way to characterize it. We have a different understanding of what is at stake here."

Criticisms about sources of financial support strike Mr. Piereson as an attempt to silence debate. "Let's not

Continued on Following Page

Olin Fund Gives Millions to Conservative Activities

Continued From Preceding Page
raise questions about where funding comes from," Mr. Piereson says. "All academic programs have to be funded. I'm not complaining that people on the other side are receiving funding, am I?"

With assets of about \$70-million, the Olin Foundation ranks 266th among the country's large foundations in terms of overall wealth, but in terms of grant making, the foundation ranks much higher, 49th. By federal law, a foundation must spend at least 5 per cent of its assets for charity. Olin awarded more than a quarter of its assets last year—more than \$19-million.

Over the years, the foundation has awarded an increasing proportion of its assets—a move, Mr. Piereson says, to eventually spend itself out of existence. "Mr. Olin didn't want it to be a permanent foundation, because they tend to get captured by people with different interests," he explains.

Major Defense Supplier

Although the foundation was established in 1953, it didn't begin significant grant making until the death of its donor in 1982. John Merrill Olin was the son of Franklin M. Olin, the founder of one of the companies that eventually became the Olin Corporation, a large manufacturing company that today produces chemicals, metal products, industrial papers, skis, and sporting ammunition. The company is also a major defense supplier. In 1977, Mr. Olin chose William E. Simon, former Treasury Secretary under Presidents Nixon and Ford, to succeed him as president of the foundation. Mr. Simon continues to serve in that role. As with most foundations, Mr. Simon and

other trustees make the final decision about who will get grants; about one in four applicants receives support. Many grants are renewed each year, but occasionally Olin will solicit the opinions of grant recipients about proposals.

The general purpose of the foundation, as laid out by Mr. Olin, is to "provide support for projects that reflect or strengthen the economic, political, and cultural institutions upon which the American heritage of constitutional government and private enterprise is based." The foundation's Board of Trustees has authorized grants in four areas: public-policy research, strategic and international studies, American institutions, and law and the legal system.

Of the \$19-million that Olin awarded last year, about \$12-million went to higher education. Several million went to universities for programs in law and economics, a field developed at the University of Chicago in the 1960's that applies economic principles to the study of the law. (Although many law and economics scholars maintain that the discipline does not have a political agenda associated with it, the field has been criticized by some scholars on the left for its orientation toward free-market economics.) Several million also went for Olin faculty fellowships in various disciplines.

Mr. Piereson draws a distinction between the grants the foundation awards for research on economic, legal, and other public-policy topics—grants awarded on the basis of scholarly merit, he adds—and those related to the political-correctness debate. The latter, Mr. Piereson says, constitute a small portion of the awards, about \$1-

million last year, but tend to be "somewhat overstated."

Among conservative intellectuals, the fund has many fans, but it even has a few admirers among people unsympathetic with its goals. Although he describes himself as someone with great differences with the positions Olin supports, Waldemar A. Nielsen, an adviser to several major foundations and a noted observer of philanthropy, says Olin has the most focused and effective strategy of any foundation in the country.

"Look at the mush and incoherence coming out of other foundations. In comparison, Olin is a sharp-edged, attacking machine."

"Look at the mush and incoherence coming out of other foundations," he says. "In comparison, Olin is a sharp-edged, attacking machine."

Mr. Nielsen, who has written two histories of major foundations, notes that the 1960's were the "heyday" of liberal foundations, which, in addressing the social problems of the day, had a "hand in glove" relationship with the government. Conservative foundations learned from those efforts, he says, but they developed a much sharper edge in their attempts to shift the intellectual debate.

"Dumbbells and romantics" "It's a goddamned shame that the liberal foundations are filled with dumbbells and romantics, and the neoconservatives have stolen the show," Mr. Nielsen says. "If the liberals feel they're not getting their views out, they should stop sitting around bellyaching about it and do something."

Some people argue that the Olin Foundation is no more partisan than others associated with liberal causes, pointing to the Ford and John D. and Catherine T. MacArthur Foundations as examples. "Conservative foundations have been accused unfairly of politicizing scholarship while liberal foundations have escaped that criticism, by and large," says Leslie Lenkowsky, president of the Hudson Institute, a conservative think tank.

Stanley Aronowitz, a professor of sociology at the Graduate Center of the City University of New York, says that apart from their point of view, the Olin Foundation and other conservative funds "are not doing anything that different than what Ford, MacArthur, and Rockefeller have been doing for a long time."

"They're just not our guys, that's all." Other academics argue that Olin is different from other funds in several important ways. Says Donald Lazere, professor of English at California Polytechnic State University at San Luis Obispo: "Foundations that fund liberal causes, none of them have party affiliations, and none have political agendas or mandates as do Olin, Scieszka, and the Heritage Foundation."

Other critics say Olin has had a distorting effect on intellectual de-

bate on campuses. "The Olin Foundation has massive resources at its disposal, a phenomenal amount of money to support these kinds of activities," says Jon Wiener, a history professor at the University of California at Irvine, whose essay on the Olin Foundation is included in a new book, *Professors, Politics and Pop*. "The other side has nothing to compare to it. There's an imbalance between the resources of the academic right and the academic left."

Mr. Wiener and other critics of Olin have sharp complaints for its support of the National Association of Scholars, which basks itself

as a mainstream organization made up of people of diverse political persuasions opposed to the "politicization of academic life." With an annual budget of almost \$900,000, the NAS has received grants from several other conservative foundations, including the Sarah Seife and the Lynde and Harry Bradley Foundations and the H. Smith Richardson Charitable Trust.

The critics say it is hypocritical for the NAS not to call itself conservative when most of its money comes from conservative foundations. "This shows what has been evident about the NAS all along—that it is a right-wing group," says Mr. Wiener.

Stephen H. Balch, president of the NAS, says such criticism is an attempt to condemn using "guilt by association." "If we were funded by the Ku Klux Klan, people could draw some obvious conclusions," Mr. Balch says. "Yes, we are funded by Olin. But that doesn't mean that Olin and the NAS are the same organization. Nor do we have responsibility for everything they do."

Mr. Balch adds that criticism of the sources of the NAS's support are a "manifestation of the unhealthy intellectual atmosphere prevalent on college campuses." Even those critical of Olin admire the way it has been able to see

that certain ideas are ailed. To note that it has been very effective in establishing a system by which authors are given money to write books, networks of like-minded thinkers are created, and magazines or student newspapers are created. The *Dartmouth Review* are sponsored. The Madison Center for Constitutional Affairs, which has received \$115,000 from Olin, operates the Collegiate Network, which sponsors some 60 conservative student publications.

"It's a great system," says Wiener. "I wish those on the left had the resources to do the same." The system, he says, was successful with Mr. D'Souza, author of *Illiberal Education: The Politics of Race and Sex on Campus*. "D'Souza is everything they hoped for and dreamed of for the last decade," he says.

Mr. D'Souza received a \$20,000 fellowship, financed by the Foundation, from the American Enterprise Institute. Another \$20,000 in Olin money awarded to the institute last year for "production" of the book purchased 100 copies, which were distributed to friends of the foundation.

'Indirectly' Involved

Although the foundation has been "indirectly" involved, it has not been responsible for his career, Mr. D'Souza says. "It's reception accorded this book has given me attention, nothing that Olin has done," he says.

"Most of the people making the claim about subsidy are much better off than I am," he continues. "They aren't earning a living based on the sale of their books. There's nothing wrong with it, but it's peculiar that this is being portrayed as a sleazy business."

Mr. Piereson, Olin's executive director, scoffs at suggestions that the rise to prominence of Mr. D'Souza and other writers critical of higher education was orchestrated by the foundation.

"The way this is framed, it makes it sound like this is plotted out in advance," he says. "No body has that kind of power. We simply try to find things that will be effective, and I think we have a pretty good batting average."

PRIVATE SUPPORT

Foundation Grants

ATAT FOUNDATION
550 Madison Avenue
New York 10022-3287
Black colleges. For the capital campaign: \$3.7-million to United Negro College Fund.

LULLY ENDOWMENT
2801 North Meridian Street
P.O. Box 88008
Indianapolis 46208

Adolescence. For an analysis of the determinants during adolescence of future success in life: \$107,069 over three years to Cornell U.
American studies. For historical research on Protestantism and social change in American history: \$795,355 over three years to Harvard U.
Governance. For research on changes in trusteeship: \$970,679 over three years to Yale U.
Theological education. For a curriculum for theological students that incorporates education on issues of public life: \$508,527 over two years to Harvard U.

Gifts & Bequests

Anlosh College. For renovation of South Hall: \$1-million challenge gift from Hadley Case.

Blinn College. For support of program: \$2.5-million from the estate of Edwin Day Hallslein.
Harvard University. For a facility for the school's legal-services center for the needy in Boston: \$2-million from John and Doris.
Julillard School. For a new residence hall: \$5-million from Rosemary Wilton.
Miami University. For a professorship in the humanities: \$1.2-million from John W. Altman.
Midwestern State University (Tex.). For a dormitory: \$2-million from Marvin and Adrienne McCullough.
Ripon College. For a professorship in economics: \$1-million from Patricia Foster Francis.
Teech for America. For support of programs: \$3-million over three years from Philip Morris Companies Inc.
Yale University. For renovation of facilities for educational programs in arts and humanities: \$1-million from Charles and Nancy Taylor.
University of Alabama. For professorship: \$1.8-million from the estate of John P. Saxton.
University of California at Berkeley. For scholarships for women in the school of business: \$2.5-million from the estate of Orel Crawford.
University of Florida. For the department of electrical engineering: electronic equipment valued at \$10.5-million from Valid Logic Systems.

Business & Philanthropy

Note Book

A new study has found that black and Hispanic students stand a better chance of going to college than do white students when all have the same socioeconomic background.

Robert M. Hauser, director of the Institute for Research on Poverty at the University of Wisconsin at Madison, based his study on Current Population Surveys from 1972 to 1988. The surveys are conducted every October by the Bureau of the Census.

Mr. Hauser said that minority students might be more likely to attend college than whites from similar backgrounds because they are more likely to have difficulty finding jobs after they graduate from high school. "When you don't have opportunities in the labor market, you have to keep going to school," said Mr. Hauser. "In the black community, more schooling has been the traditional route to mobility and prestige."

The report on the study also notes that although the number of black students entering college has been increasing, the proportion of black high-school graduates who go on to college has been declining since the late 1980's.

Copies of the report: "Trends in College Entry Among Whites, Blacks, and Hispanics, 1972-1988," are available for \$3.50 each from the Institute for Research on Poverty, 1180 Observatory Drive, 3412 Social Science Building, University of Wisconsin, Madison, Wis. 53706.

A University of Houston fraternity, whose members have long been criticized for holding unruly parties and vandalizing property, has been shut down.

The decision to revoke the charter of Sigma Alpha Epsilon's campus chapter was made last month by the fraternity's national organization. The action followed an incident last summer in which a woman's fingertip was bitten off, allegedly by a fraternity member.

National fraternity leaders will consider reinstating the chapter in four years. University officials had earlier suspended the chapter's registration because of complaints from the community.

Students from a historically black college and a predominantly white institution are getting to know each other better by living in each other's dormitories, attending conferences together, and staging joint performances. The partnership between the predominantly white Lynchburg College and historically black Virginia Union University is intended to promote racial harmony among students and to improve their understanding of cultural diversity. Established by a two-year grant from the Jesse Ball duPont Religious, Charitable, and Educational Fund, the program encourages interaction between students and faculty and staff members on the two campuses.

Students

Minority-Group Enrollment at Colleges Rose 10% From 1988 to 1990, Reaching Record Levels

Black students showed largest two-year gain since 1980, to reach high of 1.2 million, U.S. reports

By JEAN EVANGELAUF

WASHINGTON

The college enrollment of minority-group members rose 10 per cent from 1988 to 1990, reaching record levels for all groups, the U.S. Department of Education said last week.

In a report of its biennial survey on the racial and ethnic characteristics of college students, the department cited the following figures:

■ From 1988 to 1990, the enrollment of American Indians and Alaskan Natives rose 10.8 per cent, to 103,000.

■ The enrollment of Asian and Pacific Islanders climbed 11.7 per cent, to 555,000.

■ The number of black, non-Hispanic students increased 8.2 per cent, to 1,223,000.

■ The ranks of Hispanic students rose 11.5 per cent, to 758,000.

■ The number of white, non-Hispanic college students went up 3.8 per cent, to 10,675,000.

■ The enrollment of foreign students—non-resident aliens studying in the United States on a temporary basis—grew 10 per cent, to 397,000.

Over all, white students accounted for 77.9 per cent of the 13.7 million students enrolled in 1990, followed by blacks, 8.9 per cent; Hispanics, 5.5 per cent; Asians, 4 per cent; foreigners, 2.9 per cent; and American Indians, 0.8 per cent.

The American Council on Education, in

a new report that included the Education Department's 1990 enrollment statistics, called the minority-group figures "encouraging signs for the future" but warned that the gains were threatened by the current economic recession.

"We cannot allow attempts to balance federal and state budgets to eradicate efforts on behalf of minorities in higher education," said Robert H. Atwell, the council's president.

"We would be wrong to look at the numbers, see progress, and conclude that recruitment and retention programs on behalf of underserved groups are no longer necessary," he continued. "We made that mistake in the late 1970's, and we have been struggling ever since to regain those lost advances."

The enrollment of black students, a key

1990 Racial and Ethnic Enrollment and 2-Year Gains

	Enrollment	2-year gains
American Indian	103,000	10.8%
Asian	555,000	11.7%
Black	1,223,000	8.2%
Hispanic	758,000	11.5%
White	10,675,000	3.8%
Foreign	397,000	10.0%
Total	13,710,000	5.1%

SOURCE: U.S. Department of Education

More Freshmen Say They Are Choosing Colleges Based on Costs

By MICHELE N-K COLLISON

More than in the past, students now let their pocketbooks guide them when it comes to choosing a college, a wide-ranging survey of freshmen has found.

The survey was conducted last summer and fall by the Higher Education Research Institute at the University of California at Los Angeles. The results are based on responses from 210,000 students enrolled at 421 colleges and universities.

Twenty-seven per cent of the students surveyed said they had selected their colleges because of low tuition. In 1990, 23 per cent of the freshmen reported doing so.

The proportion of students who said they had chosen a college based on offers of financial aid also increased—to 28 per cent, up from 25 per cent in 1990. In addition, more students said they had chosen their college or university because it was close enough that they could commute to the campus and hence save money. Twenty-one per cent of the students questioned in 1991 said they had selected a college because it was near their home, compared with 20 per cent in 1990.

More Plan to Get Jobs

More students also must work to pay their college expenses, the survey found. Thirty-seven per cent of the students surveyed in 1991 said there was a "very good chance" that they would have to get a job to help pay for college. In 1990, 34 per cent thought they would have to work. The number of students who said they would have to work full time to pay their college expenses rose to 4.8 per cent in 1991 from 3.5 per cent in 1988.

"Taken together, these figures suggest that neither financial aid nor personal or family resources are keeping pace with the costs of attending college," said Eric L.

concern among educators and policy makers, showed the largest two-year gain since 1980.

From 1988 to 1990, the number of black male students grew 7.4 per cent, to 476,000. That total edged past the previous high of 470,000 reached in 1976, the year the survey was first conducted. The number of black female students rose 8.7 per cent from 1988 to 1990, reaching a record high of 747,000.

College-Going Rate Is Stable

Although black enrollment rose 10.5 per cent during the 1980's, the college-going rate of blacks remained stable. During the decade, the proportion of 18-to-24-year-old black high-school graduates enrolled in college averaged about 28 per cent, according to Census Bureau statistics cited in the department report.

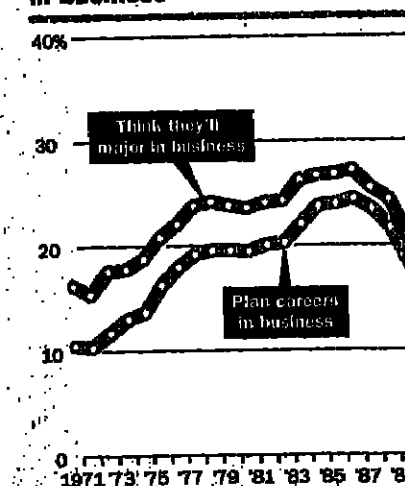
The enrollment of Hispanic students followed a similar pattern. The number of such students jumped nearly 61 per cent from 1980 to 1990, but the college-going rate of 18-to-24-year-old Hispanic high-school graduates remained steady at about 29 per cent.

In contrast, the college-going rate of white youths increased from 33 per cent in 1981 to 40 per cent in 1989, while the number of white students rose 8.6 per cent from 1980 to 1990.

Because of an inadequate sample size, figures on the college-participation levels

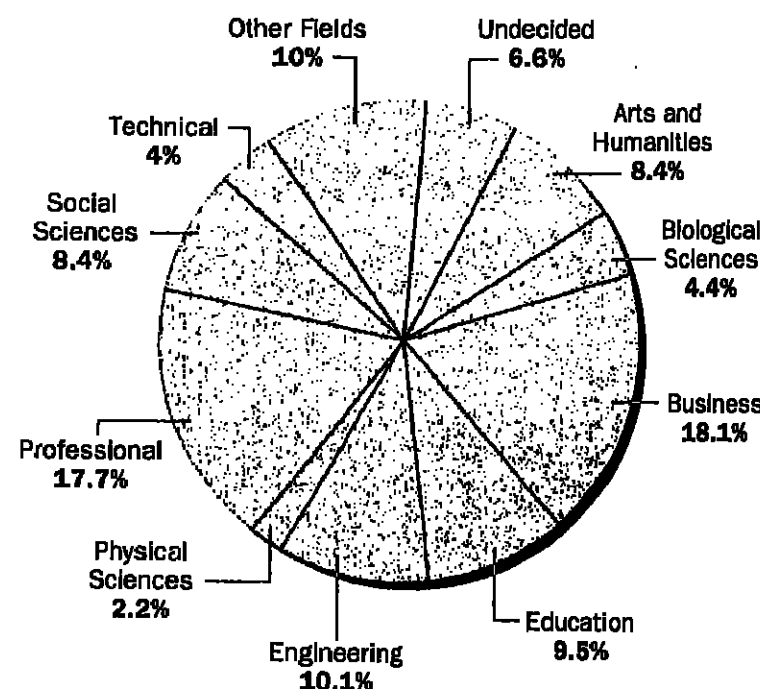
Continued on Page A37

Freshmen's Interest in Business



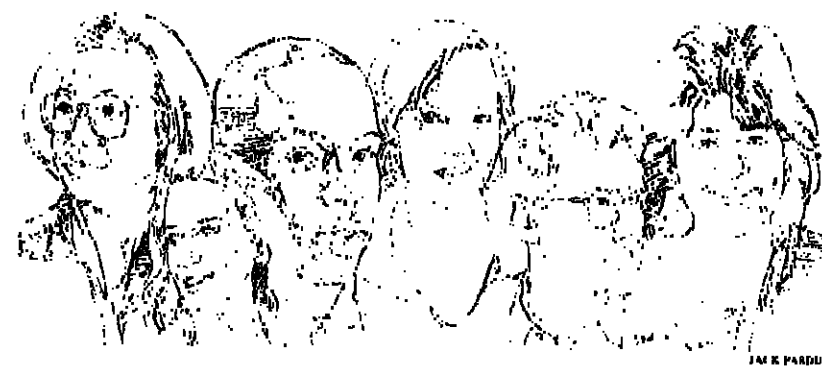
SOURCE: UCLA

Probable Major Field of Study



Fact File

This Year's College Freshmen: Attitudes and Characteristics



Age on December 31, 1991

18 or younger	0.1%
17	2.0
16	66.4
15	23.6
14	2.8
13	1.3
12	1.3
11	0.4
10	0.4
9 or older	0.0

Racial and ethnic background

American Indian	1.5%
Asian-American	3.1
Black	9.2
White	83.4
Mexican-American	2.7
Puerto Rican-American	0.6
Other	1.9

Average grade in high school

A or A+	11.0%
A-	3.2
B+	18.3
B	24.4
B-	14.3
C+	12.2
C	7.0
D	0.4

Year of high school graduation

1991	90.9%
1990	2.9
1989	0.9
1988 or earlier	3.4
High-school equivalency (GED test)	1.6
Never completed high school	0.3

Have had remedial work in:

English	6.5%
Reading	6.2
Mathematics	11.1
Social studies	4.6
Science	4.9
Foreign language	4.6

Current religious preference

Baptist	17.6%
Buddhist	0.3
Eastern Orthodox	0.4
Episcopal	2.1
Islamic	0.3
Jewish	1.6
Latter Day Saints	0.3
Lutheran	6.7
Methodist	8.8
Presbyterian	3.9
Quaker	0.3
Roman Catholic	33.1
Seventh-Day Adventist	0.3
United Church of Christ	2.1
Other Protestant	4.3
Other	5.5
None	12.3

Born-again Christian

Yes	29.0%
No	71.0

Disabilities

Hearing	0.9%
Speech	0.6
Orthopedic	1.2
Learning	2.2
Health-related	1.3
Partially sighted or blind	2.2
Other	1.6

Residence planned during fall term

With parents or relatives	29.1%
Other private home or apartment	8.2
College dormitory	59.6
Fraternity or sorority house	0.3
Other campus housing	1.7
Other	1.1

Miles from college to home

5 or less	7.4%
6 to 10	7.9
11 to 50	30.7

51 to 100

101 to 500	16.6%
501 or more	8.9

Father's occupation

Artist (including performer)	0.7%
Businessman	25.9
Member of clergy or religious worker	1.1
Engineer	7.7
Farmer or forester	4.0
Lawyer	1.9
Military career officer	2.2
Physician or dentist	1.2
Other health professional	0.5
Research scientist	0.7
Teacher or administrator, college	0.9
Teacher or administrator, elementary school	0.9
Teacher or administrator, secondary school	3.4
Worker, skilled	10.0
Worker, semi-skilled	4.9
Worker, unskilled	3.5
Other occupation	26.0
Unemployed	3.0

Mother's occupation

Artist (including performer)	1.3%
Businesswoman	13.7
Member of clergy or religious worker	0.2
Clerical worker	10.0
Engineer	0.3
Farmer or forester	0.6
Homemaker (full-time)	15.0
Lawyer	0.2
Nurse	8.0
Physician or dentist	0.4
Other health professional	1.9
Research scientist	0.1
Social, welfare, or recreation worker	1.6
Teacher or administrator, college	0.5
Teacher or administrator, elementary school	7.7
Teacher or administrator, secondary school	4.1
Worker, skilled	2.2
Worker, semi-skilled	2.6
Worker, unskilled	2.1
Other occupation	21.3
Unemployed	5.9

Father's education (highest level)

Grammar school or less	4.1%
Some high school	7.7

High-school diploma

Postsecondary other than college	4.9
Some college	15.7
College degree	20.7
Some graduate school	2.4
Graduate degree	16.3

Mother's education (highest level)

Grammar school or less	4.9
Some high school	15.7
High-school diploma	20.7
Postsecondary other than college	2.4
Some college	16.3
College degree	16.3
Some graduate school	2.4
Graduate degree	16.3

Status of parents

Living with each other	78.9
Divorced or separated	23.1
One or both deceased	1.0

Students estimate chances are very good that they will:

Change major field	21.7
Change career choice	21.7
Full one or more courses	21.7
Graduate with honors	21.7
Get a job to pay college expenses	21.7
Work full-time while attending college	21.7
Join a social fraternity or sorority	21.7
Get tutoring in some courses	21.7
Work at outside job	21.7
Seek vocational counseling	21.7
Seek personal counseling	21.7
Get bachelor's degree	21.7
Participate in student protests or demonstrations	21.7
Transfer to another college	21.7
Drop out permanently	21.7
Drop out temporarily	21.7
Be satisfied with college	21.7
Find job in preferred field	21.7
Marry while in college	21.7
Participate in volunteer or community-service work	21.7

Student rated self above average or in top 10 per cent in:

Academic ability	69.1%
Artistic ability	65.1%
Competitiveness	72.6%
Drive to achieve	69.1%
Emotional health	65.1%
Leadership ability	69.1%
Mathematical ability	65.1%
Mechanical ability	69.1%
Physical health	65.1%
Popularity	69.1%
Public speaking ability	65.1%
Reading speed and comprehension	69.1%
Self-confidence (intellectual)	65.1%
Self-confidence (social)	69.1%
Understanding of others	65.1%
Writing ability	69.1%

Freshmen Who Think They Will Need Remedial Work

IN MATHEMATICS



IN ENGLISH



IN SCIENCE



IN FOREIGN LANGUAGE



Students

Number of other colleges applied to for admission this year

None	37.6%
1	14.7
2	15.8
3	13.7
4	7.8
5 or more	4.7
6 or more	5.6

College attended is student's:

First choice	73.7%
Second choice	22.1
Third choice	4.3
Other	2.4

Persons noted as very important in selecting college attended

Parents' wishes	9.1%
Teachers' advice	4.3
Good academic reputation	51.6
Good social reputation	22.1
Good financial assistance	27.8
Good special education	22.2
Good location	27.7
Size of campus	8.5
Cost of attendance	21.3
Hands suggestion	9.5
Heated by college	3.9
Heated by athletic department	5.0
Students go to top graduate schools	22.2
Students get good jobs	43.5
Personnel of college	4.5
Size of college	35.0
Student body	7.4
Student union	2.2
Accepted anywhere else	2.2

Degree planned at college attended

None	4.4%
Associate	2.5

Associate (or equivalent)

Bachelor's	26.1%
Master's	48.7
Ph.D. or Ed.D.	12.8
M.D., D.O., D.D.S., or D.V.M.	1.8
LL.B. or J.D.	1.2
B.D. or M.Div.	0.7
Other	0.2

Highest degree planned anywhere

None	1.4%
Vocational certificate	1.8
Associate (or equivalent)	7.3
Bachelor's	28.2
Master's	35.5
Ph.D. or Ed.D.	12.5
M.D., D.O., D.D.S., or D.V.M.	6.9
LL.B. or J.D.	4.4
B.D. or M.Div.	0.3
Other	1.8

Probable career occupation

Accountant or actuary	4.7%
Actor or entertainer	0.9
Architect or urban planner	2.2
Artist	1.6
Business (clerical)	1.3
Business executive	7.3
Business proprietor	2.5
Business salesperson or buyer	1.1
Clergy (minister or priest)	0.2
Clergy (other)	0.1
Clinical psychologist	1.5
Computer programmer or analyst	2.4
Conservationist or forester	1.1
Dentist	0.5
Dietitian or home economist	0.2
Educator (college)	0.5
Educator (elementary)	3.5
Educator (secondary)	9.0
Engineer	0.7
Farmer or rancher	0.7
Foreign-service worker	0.7
Homemaker (full-time)	0.3
Interior decorator	0.4
Interpreter	0.2

Journalist or writer

Lab technician or hygienist	1.9%
Law-enforcement officer	0.8
Lawyer or judge	1.9
Military service	4.5
Musician	0.9
Nurse	1.0
Optometrist	5.2
Pharmacist	0.3
Physician	1.1
Research scientist	4.4
School counselor	1.5
School principal	0.4
Social, welfare, or recreation worker	0.1
Statistician	1.2
Therapist	0.1
Veterinarian	3.4
Other occupation	1.1
Undecided	9.5
Undecided	11.2

Estimated parental income

Less than \$6,000	3.3%
\$6,000-\$9,999	3.3
\$10,000-\$14,999	5.3
\$15,000-\$19,999	5.3
\$20,000-\$24,999	6.7
\$25,000-\$29,999	7.2
\$30,000-\$39,999	14.0
\$40,000-\$49,999	13.7
\$50,000-\$59,999	11.9
\$60,000-\$74,999	11.4
\$75,000-\$99,999	5.0
\$100,000-\$149,999	5.0
\$150,000-\$199,999	2.1
\$200,000 or more	2.8

Received any aid from:

Parents, relatives, or friends	76.1%
Spouse	1.9
Savings from summer work	49.6
Other savings	28.5
Part-time job on campus	19.7
Part-time job off campus	23.7
Full-time job while in college	2.8
Poli Grant	23.2

Received \$1,500 or more from:

Parents, relatives, or friends	48.1%
Spouse	0.4

Their Opinions, Activities, and Goals

	Total	Men	Women
Attended a religious service	89.7%	78.9%	86.1%
Was bored in class	30.0	30.4	29.3
Participated in organized demonstrations	39.0	38.8	40.8
Failed to complete homework on time	45.1	41.9	61.0
Told another student	44.7	43.6	45.6
Did extra work or reading for a class	10.1	8.8	12.1
Studied with other students	84.1	83.0	85.1
Was a guest in teacher's home	27.9	28.1	27.7
Smoked cigarettes	11.3	10.4	12.1
Drank beer	57.3	63.8	51.6
Drank wine or liquor	56.8	54.8	58.6
Stayed up all night	78.8	77.9	79.9
Spoke a language other than English at home	6.3	6.2	6.3
Felt overwhelmed by all I had to do	20.2	13.3	26.2
Got depressed	8.9	6.1	11.3
Performed volunteer work	64.7	62.1	66.8
Came late to class	54.0	57.0	51.4
Played a musical instrument	37.2	34.8	39.4
Asked a teacher for advice after class	18.6	16.3	20.6
Filed in a student election	78.0	77.6	78.4
Used a personal computer	37.5	38.9	36.2
Typed a homework assignment	31.1	28.8	33.0
Discussed sex	20.5	23.9	17.6
Discussed sex	31.5	35.8	27.9
Demonstrated for change in some military policy	9.2	10.2	8.3

Reasons noted as very important in deciding to go to college:

Parents wanted me to go	33.7%	31.9%	35.2%
Could not find job	7.3	6.7	7.9
To get away from home	15.6	15.5	15.7
To be able to get a better job	78.6	77.7	79.4
To gain a general education and appreciation of ideas	60.7	53.5	66.9
To improve reading and study skills	37.4	32.6	41.6
To become a more cultured person	2.8	3.4	2.3
To be able to make more money	37.2	30.5	43.0
To learn more about things that interest me	74.7	77.1	72.6
To prepare for graduate or professional school	73.2	69.4	76.4
To prepare for graduate or professional school	54.2	48.8	58.9

Goals strongly or somewhat that:

Government is not doing enough to protect the consumer from faulty goods and services	69.1%	65.1%	72.6%
Government is not doing enough to control pollution	85.5	84.4	86.5
Taxes should be raised to reduce the federal deficit	25.5	29.3	22.2
There is too much concern in the courts for the rights of criminals	65.3	67.6	63.4

Objectives considered essential or very important:

	33 7%	31.9%	35 2%
	7 7	6 7	7 9
	15 6	15 5	15 7
	78 6	77 7	79 4
and appreciation	60 7	53 5	66 9
skills	37 4	32 6	41 6
	2 8	3 4	2 3
person	37 2	30 5	43 0
money	74 7	77 1	72 6
that interest me	73 2	69 4	76 5
professional school	94 2	48 8	58 9
newspaper that:			
ough to protect			
oods and services	69 1%	65 1%	72 6%
ough to control	85 5	84 4	86 5
duce the federal	25 5	29 3	22 2
in the courts for the	68 3	67 8	63 4

More Freshmen Choose Colleges Based on Costs, Study Finds

Continued From Page A33

cost less this academic year. Admissions officials have said that the stagnant economy made students and their parents more price-conscious and prompted some of the more expensive private colleges to offer more scholarships.

The survey, which has been conducted annually for the past 25 years, questioned students on a wide range of personal and academic issues. It also found:

■ Students make far greater use of their personal computers than they have in the past. The number who said they frequently used personal computers increased to 37 per cent in 1991, up from 28 per cent in 1989.

■ More students have completed remedial work in high school or will need such work in college. For example, 12 per cent of the students questioned in 1991 said they expected to need remedial help in English, compared with 10 per cent of the students in 1990.

■ High-school students had had

less interaction with teachers outside the classroom than in previous years. The proportion of students who reported they had visited a high-school teacher's home was at an all-time low of 28 per cent.

■ Students' interest in business

"These figures suggest that neither financial aid nor personal or family resources are keeping pace with the costs of attending college"

declined for the fourth year in a row. In 1991, only 15.6 per cent of the freshmen surveyed said they wanted to major in business, compared with 27 per cent in 1987, the peak year. By contrast, interest in the health professions is rising. Thirteen per cent of the students said they wanted to major in the

health professions, up from 7 per cent in 1987. And after years of declining interest, more students expressed interest in nursing careers: 5 per cent of those surveyed in 1991, compared with a low of 2 per cent in 1987.

■ The proportion of students who call themselves politically liberal increased slightly for the second straight year, to 26 per cent. The proportion of those who call themselves conservative declined to 30 per cent, down from 22 per cent in 1989. The report said that the figures did not reflect the "widespread claim of growing conservatism" among students.

■ Eighty-seven per cent of those surveyed agreed with the statement, "Just because a man thinks a woman 'has led him on' does not entitle him to have sex with her." Eighty-three per cent agreed with the statement when the question was first asked in 1987.

Copies of the report on the survey, "The American Freshman: National Norms for Fall 1991," are available for \$20 each from the Higher Education Research Institute, UCLA Graduate School of Education, 405 Hilgard Avenue, Los Angeles 90024.

U.S. Projections of Enrollment Revised Upward

Continued From Page A1

and older. Such students will account for 23 per cent of the enrollment in 2002, up from 19 per cent in 1990. The share of enrollment of those under age 25 will remain at about 57 per cent over the period, while the proportion of those from the ages of 25 to 34 will drop to 20 per cent from 25 per cent.

The number of new high-school graduates is expected to remain stable at about 2.4 million a year over the next several years. Beginning in 1995, the number of graduates will rise, leveling off at about 2.9 million from 1999 to 2002.

Following the pattern of enrollment increases, the number of academic degrees awarded annually by colleges is expected to rise steadily throughout the next decade. From 1991 to 2001, the number of associate degrees awarded will rise 15 per cent, to 539,000; bachelor's degrees will increase 12 per cent, to 1.2 million; and doctor-



Elaine El-Khawaz: "Jobs for high-school graduates have dried up, and college training has become the new minimum."

al degrees will increase 7 per cent, to 41,400.

Copies of the department's 218-page forecast, "Projections of Education Statistics to 2002," are available for \$12 each from the Superintendent of Documents, U.S. Government Printing Office, Mail Stop 5509, Washington 20540-9328. Request stock number 065-000-00473-9.

Students

Minority-Group Rolls Rise 10%, Reaching a Record Level

Continued From Page A33

of American Indian and Asian students are not available.

Minority students were more likely than whites to be enrolled in undergraduate programs, according to the department report. Among minority students, 91.2 per cent were undergraduates and 8.8 per cent were graduate and professional-school students. For white students, the comparable figures were 86.5 per cent and 13.5 per cent.

Black and white students select of public institutions over private ones at the same rate, with about 78 per cent of each group attending public colleges in 1990. The representation of students of other racial

"We cannot allow attempts to balance federal and state budgets to eradicate efforts on behalf of minorities."

and ethnic backgrounds in public colleges was higher, with such institutions attracting 87 per cent of American Indians, 86 per cent of Asians, and 80 per cent of Hispanics.

Following the pattern of the 1980's, minority students were more likely than white students to enroll at two-year colleges. In 1990, 45 per cent of minority and 37 per cent of white students attended two-year institutions.

Given technical problems with the 1990 survey, the department urged that caution be used in interpreting data for public two-year institutions. Because of incomplete responses from such colleges in California, Florida, Hawaii, Indiana, and South Dakota, the department estimated the distribution of enrollment by race and ethnicity for about one-third of community-college enrollments. The department typically applied the 1988 distribution to the 1990 figures on total enrollment.

Progress 'Uneven at Best'

The Education Department statistics cover students enrolled in the 50 states and the District of Columbia, and exclude those in Puerto Rico and other outlying areas. The American Council on Edu-

cation's annual report included a special section on racial and ethnic employment trends in colleges and universities.

Minority progress in college employment has been "uneven at best," the report said, with American Indians, blacks, Hispanics, and U.S.-born Asians "severely underrepresented" on most college faculties. In 1989, about 11.5 per cent of full-time faculty members were members of minority groups, up from 9 per cent a decade earlier.

Efforts 'Still Much Needed'

The share of minority faculty members with tenure remained stable during the 1980's at about 60 per cent, while the proportion of white faculty members with tenure went up three percentage points, to 72 per cent.

From 1979 to 1989, the proportion of full-time college workers who were minority-group members rose from 18 per cent to 20 per cent. However, American Indians, blacks, and Hispanics were more likely than white men to hold non-faculty and non-managerial jobs.

"Affirmative and targeted efforts are still much needed, and, in fact, must be strengthened during the 1990's if higher education is to increase the representation of people of color in faculty and leadership positions," the council said in its report.

The council called on colleges to work to increase the number of minority Ph.D. recipients, to make the faculty hiring process more fair, and to insure that once hired, minority faculty members are "supported and mentored to achieve success in teaching, research and publication."

Copies of the American Council on Education study, "The Tenth Annual Status Report on Minorities in Higher Education," are available for \$10.50, prepaid, from ACEE, Publications Department, One Dupont Circle, Washington 20036.

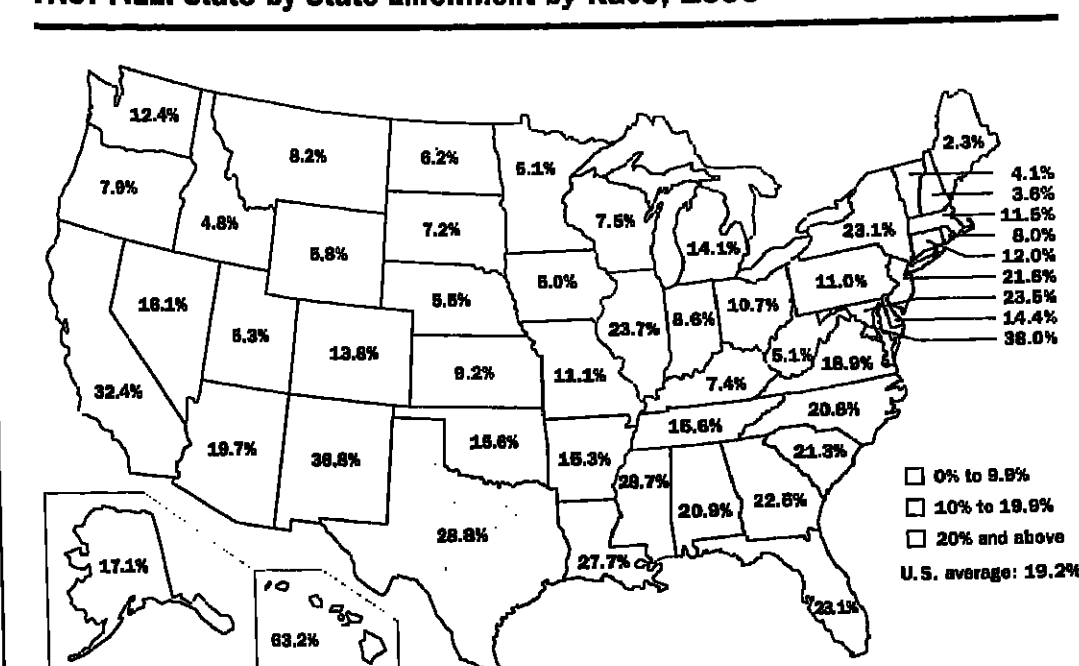
Copies of the U.S. Department of Education report, "Trends in Racial / Ethnic Enrollment in Higher Education: Fall 1980 through Fall 1990," are available free of charge from the U.S. Department of Education, Office of Educational Research and Improvement, Education Information Branch, Room 300, 555 New Jersey Avenue, N.W., Washington 20208-5641; (800) 424-1616.

1990 Enrollment by Racial and Ethnic Group (in thousands)

	American Indian	Asian	Black	Hispanic	White	Foreign
Total	103	656	1,223	758	10,875	397
Male	50	326	646	384	5,340	205
Female	53	330	577	374	5,535	192
Two-year	43	287	476	344	4,841	248
Four-year	60	369	747	414	6,034	149
Graduate	48	343	715	344	6,757	322
Undergraduate	54	312	509	414	5,918	75
Non-faculty	55	485	1,124	702	6,281	226
Faculty	8	82	84	48	1,221	165
Non-tenured	1	18	18	10	222	5

SOURCE: U.S. DEPARTMENT OF EDUCATION

FACT FILE: State-by-State Enrollment by Race, 1990



The map shows the proportion of enrollments in each state comprising American Indian, Asian, black, and Hispanic students.

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Alabama	247,117	591	1,699	48,180	1,138	190,920	4,589
Alaska	29,833	2,648	740	1,079	634	24,284	468
Arizona	284,735	8,845	6,116	7,585	29,618	205,676	6,895
Arkansas	90,425	438	740	12,188	431	75,157	1,471
California	1,771,746	21,005	215,416	114,804	222,749	1,131,741	66,031
Colorado	231,547	2,315	5,417	6,943	17,319	194,943	4,610
Connecticut	169,480	433	4,382	9,952	5,848	144,265	4,820
Delaware	42,004	99	710	4,710	548	35,155	784
D.C.	80,669	270	3,222	24,770	2,406	40,977	9,024
Florida	538,389	1,616	10,871	53,400	58,490	397,880	16,132
Georgia	251,810	548	4,241	49,199	2,740	189,189	5,893
Hawaii	53,772	162	31,356	1,457	1,002	16,132	3,663
Idaho	51,881	485	706	310	1,004	48,024	1,352
Illinois	729,248	2,245	32,353	89,218	48,932	541,347	15,151
Indiana	283,015	720	3,813	15,323	4,380	251,389	7,290
Iowa	170,515	441	2,430	4,044	1,587	155,204	6,809
Kansas	163,478	1,969	2,717	6,798	3,538	143,116	5,340
Kentucky	177,852	508	1,343	10,491	738	162,549	2,225
Louisiana	186,599	856	2,683	44,738	3,448	130,361	4,513
Maine	57,186	398	418	296	195	55,487	392
Maryland	264,882	852	11,694	44,682	5,026	195,079	7,629
Massachusetts	418,874	1,220	16,144	18,376	12,501	349,516	21,117
Michigan	569,803	3,547	10,893	56,786	9,084	475,505	14,178
Minnesota	253,789	2,002	4,948	4,143	1,938	235,231	5,529
Mississippi	122,883	377	783	33,699	395	85,699	1,930
Missouri	289,407	1,132	4,487	23,050	3,434	250,758	6,546
Montana	35,876	2,427	120	114	280	32,200	735
Nebraska	112,831	729	1,178	2,723	1,569	104,620	2,022
Nevada	61,728	1,043	2,559	2,931	3,408	50,910	877
New Hampshire	59,510	229	760	669	490	56,522	840
New Jersey	323,947	776	14,340	33,113	21,642	241,686	12,410
New Mexico	85,586	4,596	1,125	2,176	23,635	52,573	1,491
New York	1,040,484	3,814	49,171	112,173	74,835	753,074	47,317
North Carolina	351,990	3,082	5,622	62,032	2,528	273,874	4,852
North Dakota	37,878	1,616	285	246	195	34,380	1,156
Ohio	555,702	1,422	7,366	45,270	5,467	482,201	13,986
Oklahoma	173,221	9,609	2,904	11,818	2,635	140,865	5,392
Oregon	166,641	1,694	6,321	2,153	2,990	145,797	7,686
Pennsylvania	604,080	1,011	13,588	44,009	7,709	523,157	14,586
Rhode Island	78,273	222	1,891	2,558	1,606	69,974	2,022
South Carolina	159,302	334	1,494	31,177	911	122,964	2,422
South Dakota	34,208	1,912	198	250	94	31,108	648
Tennessee	228,238	476	2,283	31,240	1,302	186,541	4,398
Texas	901,437	3,006	27,907	80,458	148,296	617,626	24,144
Utah	121,303	1,322	2,243	661	2,233	110,150	4,694
Vermont	36,398	131	569	375	428	34,178	717
Virginia	353,442	860	11,400	49,566	4,803	280,786	6,027
Washington	283,278	3,854	15,424	7,361	6,122	225,213	5,304
West Virginia	84,790	139	688	360	78	78,795	1,848
Wisconsin	299,774	2,050	4,991	10,667	4,692	271,096	6,278
Wyoming	31,326	444	184	284	905	28,952	567
Total	13,710,150	102,618	554,803	1,223,303	758,054	10,674,784	396,588

*High proportions of enrollment figures for public two-year institutions were imputed based on 1988 data because institutions did not provide complete statistics on 1990 enrollment.

SOURCE: U.S. DEPARTMENT OF EDUCATION

FACT FILE: Projections of College Enrollment, Degrees and High-School Graduates, 1991 to 2002

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
College enrollment												
Total	14,105,000	14,235,000	14,366,000	14,512,000	14,621,000	14,803,000	14,978,000	15,227,000	15,462,000	15,692,000	15,865,000	16,030,000
Men	6,473,000	6,518,000	6,531,000	6,549,000	6,575,000	6,647,000	6,691,000	6,774,000	6,853,000	6,922,000	6,991,000	7,052,000
Women	7,632,000	7,719,000	7,835,000	7,963,000	8,046,000	8,156,000	8,287,000	8,453,000	8,609,000	8,770,000	8,874,000	8,978,000
Public	10,982,000	11,083,000	11,187,000	11,305,000	11,393,000	11,537,000	11,673,000	11,864,000	12,043,000	12,220,000	12,355,000	12,478,000
Private	3,123,000	3,152,000	3,179,000	3,207,000	3,228,000	3,266,000	3,305,000	3,363,000	3,419,000	3,472,000	3,510,000	3,552,000
Full-time	7,844,000	7,871,000	7,895,000	7,949,000	7,988,000	8,095,000	8,212,000	8,408,000	8,588,000	8,770,000	8,906,000	9,035,000
Part-time	6,261,000	6,364,000	6,471,000	6,563,000	6,633,000	6,708,000	6,766,000	6,819,000	6,874,000	6,922,000	6,959,000	6,995,000
Full-time equivalent *	10,106,000	10,171,000	10,232,000	10,321,000	10,385,000	10,519,000	10,656,000	10,871,000	11,070,000	11,270,000	11,418,000	11,561,000
Four-year institutions												
Total	8,844,000	8,923,000	9,090,000	9,066,000	9,120,000	9,227,000	9,334,000	9,500,000	9,655,000	9,810,000	9,927,000	10,041,000
Public	5,993,000	6,045,000	6,098,000	6,139,000	6,176,000	6,247,000	6,320,000	6,434,000	6,539,000	6,646,000	6,727,000	6,803,000
Private	2,851,000	2,878,000	2,992,000	2,927,000	2,945,000	2,980,000	3,014,000	3,066,000	3,110,000	3,164,000	3,200,000	3,238,000
Two-year institutions												
Total	5,261,000	5,312,000	5,376,000	5,446,000	5,501,000	5,576,000	5,644,000	5,727,000	5,807,000	5,882,000	5,938,000	5,989,000
Public	4,989,000	5,038,000	5,099,000	5,166,000	5,218,000	5,280,000	5,353,000	5,430,000	5,504,000	5,574,000	5,628,000	5,675,000
Private	272,000	274,000	277,000	280,000	283,000	288,000	291,000	297,000	303,000	308,000	310,000	314,000
Undergraduate												
Total	12,084,000	12,165,000	12,247,000	12,356,000	12,449,000	12,610,000	12,766,000	12,998,000	13,216,000	13,436,000	13,598,000	13,748,000
Public	9,747,000	9,816,000	9,892,000	9,987,000	10,085,000	10,196,000	10,322,000	10,501,000	10,670,000	10,841,000	10,989,000	11,084,000
Private	2,337,000	2,347,000	2,355,000	2,369,000	2,364,000	2,414,000	2,446,000	2,497,000	2,546,000	2,595,000	2,629,000	2,664,000
Graduate												
Total	1,712,000	1,752,000	1,793,000	1,826,000	1,842,000	1,859,000	1,872,000	1,888,000	1,901,000	1,908,000	1,915,000	1,926,000
Public	1,106,000	1,134,000	1,160,000	1,182,000	1,192,000	1,204,000	1,212,000	1,223,000	1,234,000	1,238,000	1,241,000	1,248,000
Private	606,000	618,000	633,000	644,000	650,000	655,000	660,000	665,000	670,000	672,000	674,000	678,000
Professional												
Total	309,000	318,000	326,000	330,000	330,000	334,000	338,000	341,000	345,000	348,000	352,000	356,000
Public	127,000	131,000	135,000	136,000	136,000	137,000	139,000	140,000	142,000	143,000	145,000	146,000
Private	182,000	187,000	191,000	194,000	194,000	197,000	199,000	201,000	203,000	205,000	207,000	210,000
Degrees												
Associate												
Total	470,000	477,000	476,000	478,000	480,000	487,000	491,000	500,000	509,000	519,000	529,000	539,000
Men	200,000	205,000	204,000	204,000	203,000	204,000	206,000	208,000	209,000	213,000	216,000	219,000
Women	270,000	272,000	272,000	274,000	277,000	283,000	288,000	292,000	298,000	306,000	313,000	320,000
Bachelor's												
Total	1,064,000	1,081,000	1,101,000	1,100,000	1,100,000	1,098,000	1,098,000	1,102,000	1,114,000	1,129,000	1,164,000	1,189,000
Men	492,000	495,000	514,000	511,000	510,000	507,000	506,000	503,000	507,000	509,000	523,000	528,000
Women	572,000	586,000	587,000	589,000	590,000	591,000	596,000	599,000	607,000	620,000	641,000	661,000
Master's												
Total	327,000	338,000	343,000	350,000	354,000	354,000	354,000	357,000	362,000	368,000	375,000	383,000
Men	160,000	157,000	169,000	162,000	165,000	164,000	164,000	165,000	166,000	173,000	176,000	184,000
Women	177,000	181,000	184,000	188,000	189,000	190,000	191,000	192,000	196,000	195,000	197,000	199,000
Doctorate												
Total	36,700	36,300	39,800	40,000	40,200	40,400	40,800	40,900	41,100	41,200	41,400	41,400
Men	24,200	24,300	24,400	24,100	23,800	23,600	23,300	23,300	23,200	22,900	22,700	22,400
Women	14,500	15,000	15,400	15,900	16,400	16,800	17,200	17,600	17,900	18,300	18,700	19,000
First-professional												
Total	73,800	80,100	82,600	85,500	87,800	88,100	88,100	89,100	90,900	92,200	92,800	94,400
Men	44,200	49,000	50,400	51,500	52,500	52,800	52,800	53,500	54,600	55,300	56,000	57,000
Women	29,600	31,100	32,200	34,000	35,300	35,300	35,300	35,600	36,300	36,900	36,800	37,400
High-school graduates												
Total	2,465,000	2,446,000	2,470,000	2,464,000	2,563,000	2,615,000	2,719,000	2,831,000	2,865,000	2,932,000	2,843,000	2,882,000
Public	2,210,000	2,198,000	2,215,000	2,209,000	2,288,000	2,346,000	2,438,000	2,538,000	2,587,000	2,629,000	2,639,000	2,684,000
Private	255,000	253,000	255,000	255,000	265,000	269,000	281,000	293,000	278,000	263,000	264,000	298,000

Athletics

NCAA's Leaders See Big Strides in Effort to Reshape Sports

Although academic standards are applauded, some observers question status of reforms

The National Football League and National Basketball Association should consider forming farm systems to train players, according to the National Collegiate Athletic Association's executive director, Richard D. Schultz.

Responding to complaints that tough new academic standards would limit access to NCAA colleges, Mr. Schultz noted at the association's annual convention that there were other avenues for underprepared athletes, including junior colleges and prep schools. "If that's not good enough," he said, "maybe it's time for the NFL and the NBA to establish farm systems so people who don't want to go to school can find another route to develop their skills."

A vote at the NCAA annual meeting could create a "new level of homelessness" in college sports. So said one person at the NCAA meeting, where delegates rejected a carefully crafted proposal that would have created a new non-scholarship, low-cost playing level for football in Division I.

Proponents of the new division, known as I-AAA, argued that it was a necessary follow-up to a rule approved last year barring Division I colleges from playing football in Division III after August 1993. Division III members had complained that the 22 colleges that played basketball in Division I but football in Division III had an edge in size and resources over the "true" Division III colleges, although they played by the same set of rules.

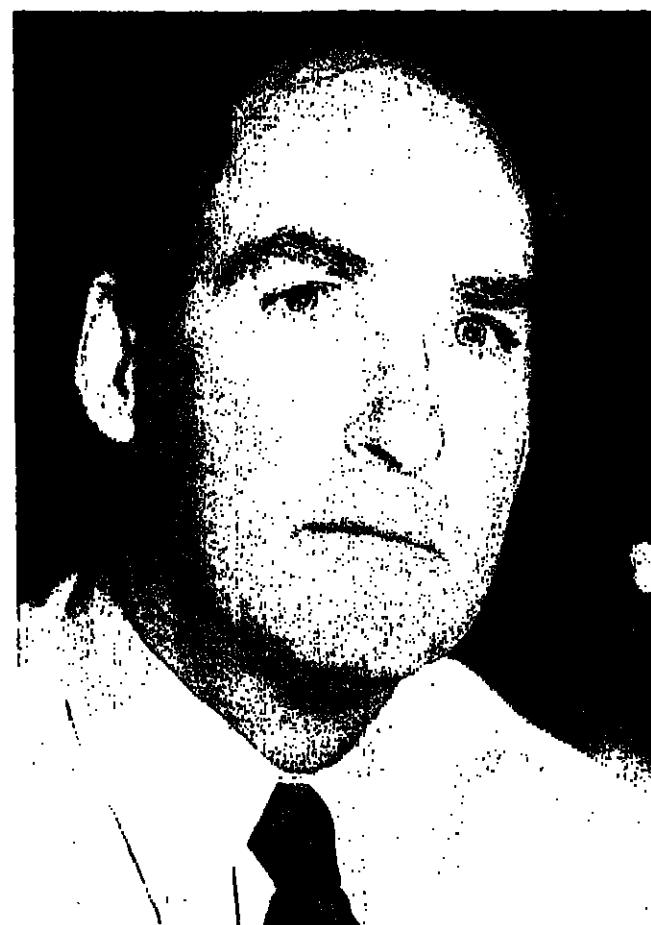
The proposal to create a I-AAA subdivision was favored not only by the 22 affected colleges but by 25 or so Division I institutions that were interested in starting football teams if they could do so at a low cost. The proposal, which had to be approved by a majority of colleges in all three divisions, was rejected by Division II members, many of which objected to a proposal that would have buried their institutions from moving up to Division I to play in the new football division.

The Division I colleges without a home for their football program are exploring their options. They may either play in Division I-AAA, which offers limited scholarships, or try to establish a non-scholarship playing level within Division I-AA.

The NCAA's delegates took a step—albeit a small one—toward giving athletes a smoother path to the professional leagues.

The delegates did not go so far as to give athletes the right to enter professional-league drafts without forfeiting their eligibility, as Mr. Schultz and advocates for athletes had urged.

But they did vote to give athletes the right to talk with executives of professional teams to gauge their market value and how high they might go if they entered the drafts, as long as they do not use an agent in the negotiations.



James Delany of the Big Ten: "The national rule makers should hand the mantle to the institutions and the conferences."



Thomas K. Hearn, Jr., of president's commission: "We have done many of the major things that needed to be done."

By DOUGLAS LEDERMAN

With the adoption of tougher academic standards at its annual meeting this month, the National Collegiate Athletic Association has made major strides in its campaign to reshape college sports, its leaders say.

Since the NCAA's executive director, Richard D. Schultz, issued a stirring call in January 1990 for a "new model" of college sports, they say, the group has taken steps to achieve many of the goals he laid out. Costs and time demands on athletes have been reduced, presidents have re-established themselves as the association's dominant force, and a formula for sharing television revenues more fairly has been introduced, to name a few of the gains.

The key remaining component of the "reform" agenda—a plan to certify sports programs based on how well they "fit" in their colleges—is due for consideration at next January's annual meeting.

"I think everybody believes that we have done many of the major things that needed to be done," said Thomas K. Hearn, Jr., president of Wake Forest University and a member of the NCAA's presidents' commission.

Strategic Plan for Next 3 Years

Mr. Hearn and other presidents are quick to add that they do not believe their work is done. They note that their strategic plan, which sets their agenda for the next three years, plots an aggressive course.

While there is broad agreement about

the virtue of the new academic standards, many other observers of college sports are less generous about the other achievements of the last two years.

Some say the reform movement has failed to reach some of its own objectives. They say that the cost cuts approved last

"While some of the steps that have been taken are laudable, none of them really come to grips with the megaquestions, like the commercialism and the links to television revenues."

year will do little to ease the escalating financial pressures on sports programs, and that colleges have yet to grapple head on with the challenge of providing equitable treatment to women's sports.

Others note serious storm clouds that still hover over college sports in the form of legislation from federal and state lawmakers and tax scrutiny from the Internal Revenue Service. The NCAA's recent changes, they say, have done little to repair the damage college sports have done recently to the image of higher education.

Still others say the NCAA's leaders have barely acknowledged, let alone addressed, a more fundamental problem: That truly

meaningful changes cannot be accomplished until the NCAA diminishes the enormous financial incentives associated with winning and the perception that big-time sports are more professional than amateur.

"No one at this point could feel terribly secure about the future of college sports," said John Weistart, a sports-law expert at Duke University, in an interview. "While some of the steps that have been taken are laudable, none of them come to grips with the megaquestions, like the commercialism and the links to television revenues."

"We can take pride in what has been accomplished, but it would be naive not to think that the real major steps are still ahead of us," said James J. Whalen, president of Ithaca College and former member of the presidents' panel. What college sports need, Mr. Whalen said, is "not reform" but "revolution."

'New Model' Proposed in 1990

The current wave of reform can be traced to Mr. Schultz's "new model" speech in January 1990. Three years earlier, the NCAA's members had rejected a series of cost-cutting measures offered by the presidents' commission, and the panel, deeply divided over how to proceed, had dedicated itself to a period of study.

Mr. Schultz's 1990 speech was important because it marked the first time that a top official of the NCAA had urged significant change. He called for major cutbacks

Continued on Page A40

Summaries of Rules Changes Approved by the NCAA

ANAHEIM, CAL.

Following are summaries of 67 rules changes that were adopted this month at the 86th annual convention of the National Collegiate Athletic Association here.

Unless otherwise specified, the rules adopted at the convention take effect immediately.

Presidents' Commission's Reforms

Core-Curriculum Requirements

Increases to 13 from 11 the minimum number of high-school core courses that a freshman athlete in Division I or Division II must have completed to be eligible to compete and receive a sports scholarship in the first year of college, and requires that the two extra courses be in either English, mathematics, or natural or physical science. Effective date: August 1, 1993, for athletes first entering college on or after that date.

Initial-Eligibility Index

Increases to 2.5 from 2.0 the minimum grade-point average that an incoming Division I athlete must achieve in the 13 high-school core courses to be eligible to compete and receive a sports scholarship as a freshman. This rule also establishes a limited indexing system by which a freshman athlete who scores a 900 on the Scholastic Aptitude Test or 21 on the American College Testing Program's exam can become eligible by attaining a 2.0 grade-point average in the high-school core courses. An 850 on the SAT would require a 2.125 core GPA, an 800 would require a 2.25, and so on to the minimum 700, which would require a 2.3 core GPA. Effective date: August 1, 1993, for athletes first entering college on or after that date.

Official Visit Prior to Early-Signing Period

Bars a recruit in all Division I sports that have early-signing periods (all sports other than football, women's volleyball, field hockey, soccer, and water polo) from receiving an official visit to a campus before the early signing date unless the athlete has scored at least 700 on the SAT or 17 on the ACT and achieved a 2.0 grade-point average in at least seven core courses. Effective date: August 1, 1993.

Satisfactory Progress—Mid-Year Transfer Students

Requires an athlete who transfers to a Division I or II college in the middle of an academic year to be certified under academic-progress rules at the beginning of the next fall term, even if the athlete does not compete during the spring semester.

Satisfactory Progress—Regular Academic Year

Specifies that 75 per cent of the credit hours used by a Division I or II athlete to fulfill academic-progress rules must be earned during the regular academic year, limiting to 25 per cent the ratio of hours that may be earned during summer sessions. Limited waivers may be granted by the NCAA's academic-progress committee. Effective date: August 1, 1992.

Satisfactory Progress—Fulfillment, Degree Requirements, and Minimum Grade-Point Average

Requires a Division I athlete to complete successfully a minimum proportion of the course requirements in his or her degree program each year to be eligible to compete, and specifies that to be eligible, a Division I athlete must achieve a minimum grade-point average based upon a proportion of the minimum GPA required for graduation at his or her institution. To be eligible under the first requirement, a student at a Division I or II college must have successfully completed 25 per cent of the course requirements in his or her major by the start of the third year of enrollment, and 50 per cent by the start of the fourth year, and 75 per cent by the start of the fifth year. Under the second requirement, a student entering his or her third year must present a GPA equal to at least 90 per cent of the cumulative GPA required for graduation at the college, and a student entering the fourth or the subsequent year must have a GPA equal to 95 per cent of that required for graduation.

Waivers to both rules may be requested through the NCAA's academic-progress committee. Effective date: August 1, 1992.

Coaches' Athletically Related Income

Specifies that coaches in Divisions I and II must receive prior written approval each year from their presidents for all athletically related income from sources outside the institution, for any use of the institution's name or logo in the endorsement of products or services for personal gain, or for any outside compensation from shoe or equipment manufacturers in exchange for the use of such merchandise by the coach's team.

Annual Coaches' Certification—Division II

Establishes a coaches' certification program in Division II like the one in Division I, which tests coaches on their knowledge of NCAA recruiting rules. Effective date: August 1, 1993.

Division III Playing and Practice Seasons

Mandates that in football, basketball, and all other Division III sports except golf, no class time may be missed for practice activities except when a team is traveling to an away game and the practice is in conjunction with that contest.

Resolution: Presidential Authority and Institutional Responsibility

Resolves that the presidents' commission and other NCAA groups should study ways in which the association can strengthen the role that presidents play and the emphasis on institutional control in college sports, including the possibility of certification or accreditation or both, and directs those groups to propose legislation for the 1993 convention to address those subjects.

Resolution: Financial Issues

Resolves that the presidents' commission and other groups should study such issues as financial aid for athletes, sex equity, coaches' compensation, and the influence of booster groups, foundations, and media revenues on financial integrity in college sports, and directs those groups to propose legislation for the 1994 convention to address those issues.

Academics

Practice Eligibility

Specifies that an athlete must be enrolled in a degree-seeking student to be eligible for practice.

Full-Time Enrollment—Final Semester / Quarter

Specifies that an athlete who competes while enrolled in less than a full-time program at studies during the final semester or quarter of a baccalaureate program while taking, for credit, the courses necessary to complete degree requirements, should not forfeit further eligibility in all sports if he or she completes all degree requirements in that semester and is eligible to receive a diploma on the college's next degree-granting date.

Eligibility

Drug-Testing Consent Form

Allows member colleges to administer the drug-testing consent form separately from the Student-Athlete Statement; requires all athletes, including those ineligible under Proposition 48 and those sitting out a year, to sign the testing-consent form; and specifies that the form must be signed before the athletes are permitted to play or practice. Effective date: August 1, 1992.

Hardship Waiver—Division I

Permits a Division I athlete to be granted a hardship waiver based upon injury or illness that occurred during enrollment at a two-year college, as long as the waiver has been approved by the two-year governing body and the NCAA member's conference or the NCAA eligibility committee, among other requirements. Effective date: August 1, 1992, for athletes entering a collegiate institution on or after that date.

Hardship Waiver

Includes scrimmages and exhibition contests from the calculation of the number of events in which a Division I or II athlete has participated and the number of the institution's completed events in the administration of the hardship waiver.

Hardship Waiver—Division III

To allow an injured athlete in Division III to gain an additional year of eligibility if his or her injury or illness occurs when the athlete has participated in no more than three events or one third of the institution's completed events in a given year.

Amateurism—Contract Negotiations

Permits an athlete to request information about his or her professional market value; allows the athlete and his or her legal guardians or an advisory panel at the athlete's college to negotiate with a professional sports organization without forfeiting the athlete's amateur status, and specifies that an athlete who uses an agent to negotiate with a professional team loses his or her amateur status.

Personnel

Coaching Limitations—Division I-A

Allows Division I-A football programs to have one head coach, nine assistants, and two graduate assistants instead of the recently adopted one head coach, eight assistants, and four restricted-earnings coaches. Effective date: August 1, 1992.

Restricted-Earnings Coach—Varsity/Junior Varsity Program

Permits Division I-AA colleges that sponsor both varsity and junior-varsity football to employ two additional restricted-earnings coaches. Effective date: August 1, 1992.

Coaching Limitations—Wrestling

Permits a Division I institution to employ two full-time coaches in the sport of wrestling. Effective date: August 1, 1992.

Coaching Limitations—Volunteer Coach

Allows Division I institutions to use one volunteer coach in any sport other than football and basketball, and to define volunteer coaches as those who do not recruit and who receive no compensation from the athletics department other than two free tickets to home games. Effective date: August 1, 1992.

Scouting of Opponents

Bars Division III colleges from scouting their opponents except when they are participating in official games (not scrimmages or exhibition contests) played during the traditional segment of the playing season.

Financial Aid

Maximum Awards—Division I

Equivalency Sports, Women

Delays to August 1, 1994, from August 1, 1993, the effective date of 1991 Convention Proposal 40, which would cut the number of available scholarships in women's sports other than basketball. Effective date: August 1, 1994.

Maximum Awards—Division I

Women's Basketball

Delays to August 1, 1993, from August 1, 1992, the proposed cut in women's basketball scholarships. Effective date: August 1, 1993.

Maximum Awards—Division II

Reduces the number of permissible scholarships in selected Division II sports by 10 per cent, with a graduated two-year reduction in football and basketball. Effective date: August 1, 1993.

Cancellation of Financial Aid

Permits the immediate cancellation of institutional financial aid when an athlete voluntarily withdraws from a sport before the institution's first competition in that sport, but mandates that the financial aid may not be awarded to another athlete in the term in which the aid was canceled.

Playing and Practice Seasons

Contact Exemptions—Division I Basketball

Permits Division I colleges to exempt from the annual limitation on the maximum number of basketball contests one home exhibition game against a foreign team and one home exhibition game against a USA Basketball Club team. Effective date: August 1, 1992.

Contact Exemptions—Division I Basketball

Permits Division I colleges to participate in the Great Alaska Shootout men's basketball tournament prior to December 1. Effective date: August 1, 1992.

Resolution: Division I Basketball Playing Season

Resolves that Division I colleges should be allowed to play basketball games in the week-end of Thanksgiving rather than in their final examination period.

Spring Football Practice—Divisions I-A and I-AA

Permit 15 days of spring football practice

within 29 consecutive days, and permits contact during 10 of those 15 days.

Heritage Bowl

Specifies that the Heritage Bowl be conducted no earlier than the Monday after the conclusion of the National Collegiate Division I-AA Football Championship.

Postseason Football Games

Specifies that all postseason championship football games and "bowl games" (e.g., the Heritage Bowl) that are exempt from limits on the maximum number of football contests in Division I-AA, except for the division football championship, should meet the reporting requirements applicable to the certification of postseason bowl games.

Divisions I and II Playing and Practice Seasons—Individual Sports

Permits a coach in an individual sport at Division I and II colleges to participate during the summer in individual workout sessions with an athlete who is on the coach's team, as long as the athlete requests the assistance.

Maximum Dates of Competition—Fencing

To permit limited additional individual, non-team scoring opportunities in Division III fencing.

Maximum Contest Limitations—Field Hockey

Permits colleges in all NCAA divisions to engage in 20 field-hockey games during the traditional segment and five dates of competition during the non-traditional segment. Instead of the overall limit of 20 dates of competition in Division I, 19 in Division II, and 17 in Division III. Effective date: August 1, 1992.

First Contest Date—Divisions I and II Soccer

Permits Division I and II colleges to begin competition in soccer during the traditional segment on the first Saturday in September. Effective date: August 1, 1992.

Preseason Soccer Scrimmages

Permits colleges in Divisions I and III to hold three soccer scrimmages during the pre-season practice period before the first scheduled game. Effective date: August 1, 1992.

Divisions I Playing and Practice Seasons—Dividing Segments

Specifies that a Division III college that holds its non-traditional playing segment in the fall must finish all practice and competition by October 30, and that a college that conducts the non-traditional segment in the spring cannot begin practice until February 1. Effective date: August 1, 1992.

Maximum Dates of Competition Limitations—Division II Tennis

Reduces the dates of competition in Division III tennis to 20 from 22 and increases the number of permissible tournaments to 4 from 3. Effective date: August 1, 1992.

Dates of Competition—Division III Women's Volleyball

Reduces to 20 from 22 the maximum number of dates of competition in Division III women's volleyball during the traditional segment. Effective date: August 1, 1992.

Governance

Amendment Sponsorship

Specifies that an amendment sponsored by a conference must be signed by the chair of the league's official presidential administrative group or at least two chief executive officers of the league's member institutions if the conference has no presidential administrative group.

Amendments to Federated Provisions

Specifies that proposed amendments to legislation that applies to more than one division or subdivision must be made available for a vote by all affected divisions or subdivisions, unless otherwise designated by the applicable divisional steering committee or the NCAA council.

Legislative Deadlines—Submission Dates and Times

Confirms that legislative amendments, amendments-to-amendments, and the like must be received by the national office by 5 p.m. central time on the applicable deadline date, and to eliminate the "postmark-deadline" exceptions to the submission of proposed legislation.

Resolution: Council Waiver Authority

Resolves that the NCAA council consider sponsoring legislation at the 1993 convention

Continued on Following Page

NCAA's Leaders See Major Strides in Effort to Reshape College Sports

Continued From Page A38

in recruiting, in demands on athletes' time, and in spending; for tougher academic standards, tenure for coaches, and peer review of sports programs; and for the elimination of athletic dorms.

Two days later the NCAA's members cut spring football practice by a third and sliced three games from the basketball season. The presidents' commission had lobbied hard for the changes, and coming after a long dry spell, their passage was a major triumph for the panel.

Non-Legislative Steps

More successes followed in January 1991, when a package of cost-cutting measures and limits on time demands for athletes was passed overwhelmingly. At the 86th annual meeting this month, the NCAA's members approved the presidents' aggressive set of academic proposals, despite bitter opposition from black-college presidents.

The association has taken non-legislative steps as well, developing a new system for dividing among its members the \$1-billion from its televised-basketball contract with CBS and proposing a re-vamping of its investigative procedures to address lawmakers' concerns that the procedures trample on the rights of its members.

The plan for peer review, or certification, of sports programs is to be considered at next January's meeting. It has yet to be defined in full, and different groups have different visions of the peer-review process. There is disagreement, for

example, about whether it would include punitive measures.

But in most versions, teams of NCAA staff members or sports officials from other colleges would review how an institution's sports program performed in such areas as the admission and academic performance of athletes, finances, governance of athletics, and the behavior of coaches and athletes.

Mr. Schultz, the presidents' commission, and the Knight Commission on Intercollegiate Athletics have put much of their emphasis on the certification plan, which they see as an entirely different way of holding colleges accountable for the performance of their athletes and sports programs.

Once certification is approved, Mr. Schultz said at the end of this month's annual convention, "I would hope we could kind of step back, take a deep breath, fine tune, and let these proposals settle in so we can be sure they are doing what we wanted them to do."

Most Programs Show a Deficit

Despite the progress, many of the problems facing the NCAA show no signs of waning. Perhaps the biggest current threat to the viability of big-time college sports is their deteriorating financial condition.

Most sports programs already operate at a deficit, and television revenues seem certain to shrink this decade. Most sports officials admit that the financial cuts made so far have barely scratched the surface of what's needed. The problem is, they rarely agree about

what is necessary—and whether it can be achieved nationally.

"I think we've done about what can be done at the national level," said James E. Delany, the Big Ten Conference chief. "At a certain point, the national rule makers shouldn't necessarily withdraw, but they should hand the mantle to the institutions and the conferences and say, 'We can't do everything through national rules.'"

But some other sports officials believe that significant changes are still needed—changes that can only be promoted at the national level.

Gary R. Roberts, an assistant law dean at Tulane University and chairman of his institution's athletic council, believes the NCAA as a group must address the sticky problem of reducing the financial benefits of winning.

"Until something can be done to reduce or eliminate the revenue incentives for winning, you are always going to have the types of perversions and compromises that the reforms are trying to confront," said Mr. Roberts.

Mr. Whalen, the Ithaca president, also believes the association must curb its members' "appetite for money," among other "radi-

cal" measures that he says can only be achieved nationally. But he recognizes, he says, the unwillingness of presidents and sports officials to consider changes that would significantly revamp big-time sports as they know them.

Bills Pending in Congress

The perception that college officials are reluctant to make meaningful changes on their own also is driving the interest of state and federal lawmakers. A half-dozen bills that would affect college sports are pending in Congress.

The most sweeping, offered by Rep. Tom McMillen, a Maryland Democrat, would grant the NCAA a continued exemption from federal antitrust laws only if it made major rules changes, including creating a governing panel of presidents and altering its revenue-sharing plan to divide the money more evenly.

Nothing achieved by the NCAA at the last convention seems to have dissuaded Representative McMillen of the need for his bill.

"The NCAA has accomplished a lot in the academic arena, but you're not going to change the system unless you change the money," he said last week in an interview.

Summaries of Rules Changes Approved by the NCAA

Continued From Preceding Page

that would give the council increased authority to grant exceptions to various kinds of NCAA rules.

General

Division-Specific Playing Rules

Permits the championships committees in the NCAA's various divisions to consider and approve appeals for division-specific exceptions to playing rules, subject to the final authority of the executive committee. Effective date: August 1, 1992.

Surgical Expenses

Permits colleges to provide surgical expenses to athletes (including those who fail to qualify under Proposition 48) who are injured during the academic year while participating in voluntary physical activities that will prepare them for competition.

Athletes' Housing

Precludes Division I colleges from housing athletes in athletics blocks in privately owned dormitories or apartment buildings. Effective date: August 1, 1996.

Resolution: Student-Athlete Committees

Resolves that NCAA colleges and conferences should establish committees of athletes to help the association obtain information about the experiences of athletes, and that legislation be submitted to the 1993 convention that would encourage the establishment of such committees.

Recruiting

Recruiting—Toll-Free Telephone Calls

Bans the use of toll-free telephone numbers in the recruiting process.

Recruiting—Telephone Calls

Permits athletics-department staff members to make unlimited telephone contacts with Division I-A and I-AA football recruits during the two-day "dead period" immediately prior to the initial signing date for the National Letter of Intent.

Recruiting—Division I-A Head Football Coach

Permits a Division I-A head football coach to make off-campus recruiting contact with a prospective athlete on only one calendar day. Effective date: August 1, 1992.

Football—Visits to High School

Limits an institution to three visits to a recruit's high school during the contact period and eliminates for football the exception that allows coaches to count as a single visit several visits to a recruit's high school on consecutive days during a

tournament. Effective date: August 1, 1992.

Football Evaluations

Specifies that the four permissible evaluations in the sport of Division I-A football should take place from May 1 of the recruit's junior high-school year through April 30 of the following year. In Division I-AA, the evaluations should take place from May 1 of the prospect's junior year through the end of his senior year, or until he has signed a National Letter of Intent, whichever occurs earlier. Effective date: May 1, 1992.

Evaluations—Division I-A and I-AA Football

Permits Saturdays to be computed into the 13 consecutive days of the May evaluation period in Division I-A and I-AA football.

Contacts Subsequent to Signing the National Letter of Intent

Specifies that Division I and II colleges may contact recruits who have signed National Letters of Intent at any time, with some exceptions.

Institutional Stationery

Permits Division I colleges to use two colors of printing on institutional stationery.

Distribution of Graduation-Rates Report

Requires colleges to provide to a recruit's guidance office the enrollment and graduation-rate data required under NCAA rules. Effective dates: Immediately for Division I; July 1, 1993, for Division II.

Resolution: NCAA-Sponsored Summer Basketball Camps

Resolves that NCAA members endorse the concept of NCAA-certified summer camps in basketball, that the association begin a program to certify summer camps beginning in 1993, and that the NCAA council and recruiting committee work with the National Association of Basketball Coaches and Women's Basketball Coaches' Association to develop this project.

Enforcement

Disciplinary Measures—Television Coverage

Prohibits televised coverage of a college's athletics team on a delayed basis when that team has been barred from television by the Committee on Infractions.

Disciplinary Measures—Distribution Money

Permits the Committee on Infractions, as a penalty in a major infractions case, to withhold all or a portion of the money that a college is due to receive from the association's broad-based revenue distribution pool.

Championships

Division II Championships—Women's Field Hockey, Men's Ice Hockey, and Men's Lacrosse

Establishes a National Collegiate Division II championship in women's field hockey, men's ice hockey, and men's lacrosse, and transforms the Division III men's ice-hockey committee into the Division II and III men's ice-hockey committee to help administer the Division II championship. Effective date: August 1, 1992.

Championship Criteria—Minimum Sponsorship Exemption

Establishes a three-year period during which an existing National Collegiate Championship will not be canceled or its transportation or per-diem expenses discontinued because that sport has failed to meet the minimum requirement for the number or percentage of teams needed to maintain the championship.

Championship Criteria—Minimum Sponsorship Exemption

Confirms that transportation expenses may be provided during the second and consecutive year in which a National Collegiate Championship falls below minimum sponsorship requirements, and specifies that a national championship that falls below the 50-institution sponsorship requirement and fails to meet the net-receipt requirements shall not be discontinued until the next academic year.

Committees

Interpretations Committee

Specifies that at least one Division I member of the committee should be an individual with primary responsibilities in the area of compliance at a Division I college.

NCAA Student-Athlete Advisory Committee

Increases to 28 from 16 the number of athletes on the NCAA's advisory committee for athletes, and permits members of the panel to request that they be re-elected for one term, subject to the approval of the committee chair. Effective date: August 1, 1993.

Resolution: Federally Mandated Disclosure of Athletically Related Revenues and Expenditures

Resolves that the NCAA's members express their opposition to the proposal, now under consideration by the House of Representatives, to require institutions awarding athletically related aid to make public an independent audit of the revenues and expenditures of their athletics programs, and instructs the council to take all steps necessary to communicate to Congress the association's opposition to the legislation.

Athletics

Dispatch Case

The governing council of the Russian Academy of Sciences has a familiar look to it. Its members are the 13 men who ran the former Academy of Sciences of the USSR.

Change, however, is expected in March, when elections are held at a general assembly of the academy.

Until that time, the interim president, or ruling council, of the Russian Academy of Sciences will be made up of the 11 members of the presidium of the Soviet Academy, plus its president, Gury Marchuk, and a vice-president, Yuri Osipyan.

The former Soviet academy became the Russian academy with a decree from President Boris Yeltsin in December. Most of the Soviet academy's installations were in Russia, and most of its members were Russians.

The first general assembly of the Russian Academy of Sciences last month ignored all of the key demands voted by rank-and-file scientists at their own mass

meeting, including a demand that members and officials of the academy's institutes be represented equally at any general assembly.

The Moscow weekly *Radical*, the journal of reform-minded scientists, called the proceedings a victory for conservative academy members, who succeeded in retaining their privileges.

Academics at Israel's seven universities staged a one-day strike last week to protest the erosion of their salaries.

According to the existing agreement between the government and the faculty union, professors are supposed to receive periodic raises to bring their salaries in line with those of other professionals.

The union charges that the Ministry of Finance has not been willing to enter into serious negotiations about a pay hike this year. The Finance Ministry said it would not negotiate with the strikers.

Manuel Bartlett Díaz has resigned unexpectedly as Mexico's education secretary.

Although neither Mr. Bartlett nor the Secretariat of Education would comment on his departure, there was speculation that he was leaving to enter the gubernatorial race in his home state of Puebla. Mr. Bartlett had run a strong campaign against President Carlos Salinas de Gortari for their party's presidential nomination in 1989.

Some observers questioned whether Mr. Bartlett had quit of his own accord. One day after the resignation, Ernesto Zedillo Ponce de León was sworn in as the new education secretary. Mr. Zedillo, who has a Ph.D. in economics from Yale University, had been head of Mexico's Planning and Budget Secretariat. He has had little experience in education.

President Salinas, in his New Year's address, did not refer to the change, but reiterated his goal of improving education in Mexico.

International



NYU's Irving A. Lerch: "Some institutes were supported by the academy structure simply because they were politically correct."



MIT's Loren R. Graham: "We easily could support the wrong organizations in the power struggles going on."

American Groups Seeking New Ways to Support Russia's Scholars as Concern Grows That Faltering Economy Will Hurt Their Work

Continued From Page A1

Soviet intellectual activity that needs help, needs to be saved before it goes down the drain," says Joel Orlen, executive officer of the American Academy of Arts and Sciences, which has held several meetings on the subject in recent weeks.

Foundation Considers Options

Says Victor Rabinowitch, vice-president for programs at the John D. and Catherine T. MacArthur Foundation: "What we are concerned about is that practically a whole generation of scholars and creative individuals, who have all of a sudden been given the opportunity to think and write as they wish, may be lost."

Mr. Rabinowitch was in Russia last week to lay the groundwork for a number of assistance programs that his foundation was considering.

He could not be more specific about the proposals, except to say the foundation was concerned about the plight of younger Russian scholars, nuclear-weapons conversion, and the maintenance of unique resources in their country—such as archives and botanical collections—that are now threatened by cuts in government support.

At the American Association for the Advancement of Science, Sandra Burns, associate director of international programs, says her office is conducting a survey of members who are actively collaborating with Russian scientists to determine how the association could best use its resources to help before it makes any specific proposals.

Paying for Journal Subscriptions

The American Physical Society is examining such possibilities as paying for foreign journal subscriptions that are being canceled in Russia because of the lack of funds, developing a program in which U.S. institutions can donate equipment to Russian laboratories, and bringing together Russian and American research institutes to work on common problems.

"One of the things we're working on is to promote the concept in which universi-

ties or national laboratories are paired with well-known facilities in the Soviet Union," explains Irving A. Lerch, a professor of medical physics at New York University and director of international scientific affairs for the physical society. Such a relationship could lead not only to cooperative research, but to long-term exchanges of faculty members and graduate students, he says.

At the Federation of American Scientists, officials are working on a plan that would bring the directors of dozens of Russian institutes to the United States to solicit subcontracts for specific types of research.

Jeremy J. Stone, president of the federation, says he is hopeful the plan can promote long-term relationships between the two sides that would provide important additional resources to some Russian research teams by diverting relatively small

amounts of money from U.S. science projects.

"Very little money would be required," he says, adding that his plan would not divert support from U.S. projects and may allow American researchers to do more with limited funds. "If they didn't hire a research intern, it would free up \$15,000. That could fund a whole Russian project."

Bewildering Array of Institutes

For officials of American science societies and foundations, who are now confronted with the complexities of the Russian bureaucracy and a bewildering array of Russian research institutes of varying quality, determining who and what to support and making certain that the assistance ends up where it is supposed to are no simple tasks.

Mr. Lerch of the physical society notes

Continued on Page A43

ANC, Other South African Groups Seek Talks With Government on Future of Education

By LINDA VERGNANI

CAPE TOWN

With the process of drafting a new constitution now under way in South Africa, the African National Congress and several non-racial education groups are seeking a forum where they can negotiate with the government over the future of education and the policies that will guide it.

Both the ruling National Party and the ANC have stated that an interim government could be in place as early as July. The shift will bring radical changes to the segregated school system as well as a major reassessment of higher education and the government's role in supporting it. What proportion of the education budget should be spent on postsecondary institutions is among the major issues to be decided.

The Convention for a Democratic South Africa—the body responsible for drafting the constitution—is not expected to involve itself in the specifics of policies and

programs in areas such as education, health, and welfare.

As a result, the ANC, the National Education Coordinating Committee, and other groups are now racing to develop education policies. Those groups would like to put some of the policies they draft on the table in the negotiations they are seeking with the present government, so that immediate changes could be made in the education system. Other recommendations would be presented later to the interim government. Last week representatives of several groups involved in such efforts met in Johannesburg to discuss and coordinate their policy recommendations.

"The anti-apartheid intellectuals were so caught up in opposing apartheid that we never got into policy options, because most of us didn't see ourselves in policy-making positions in our lifetimes," said Nico Cloete, general secretary of the Union of Democratic University Staff Association.

Continued on Following Page

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BANNED FOR HALF A CENTURY

Fraternities and Sororities Are Reborn on Campuses in Estonia

By BURTON BOLLAG

TARTU, ESTONIA

There has not been time to restore Estonia's first fraternity house to its former elegance. But the scene in the still-shabby and largely bare interior of the building, which was returned only last fall to its student owners, suggests the shape of things to come.

Inside the large, gabled brick house located just off the campus of Tartu University here, a student in a three-piece gray suit practices billiards. A few play darts. Others lounge around reading or jovially chatting.

Kaarel Tarand, a member of the fraternity, explains that while some other fraternal organizations here are reviving the noble art of fencing, this group—known as the Estonian Student Society, or ESS, uses swords only "to conduct singing sessions."

"The fraternities are quite old-fashioned," says Mr. Tarand, who is also president of the university's student union. "We took over where our fathers and grandfathers were banned."

Long and Storied History

The fraternities here, which have a long and storied history, were not allowed to operate for five decades, until a ban on them was lifted last year.

Fraternities played a central role in Estonia's long struggle for independence. Student societies were first formed in the 1820's, when Tartu was a German-language university. By the 1870's, Estonian-language fraternities appeared and began pushing for national rights for this small part of what was then Czarist Russia.

During Estonian independ-



Members of Tartu University's Estonian Student Society in front of their fraternity house, returned to them last fall after a 50-year ban on fraternities in the Baltics was lifted.

ence, from 1918 to 1940, many of the country's best-known politicians and artists came out of the leading fraternities. In 1920 the peace treaty between Finland and the Soviet Union was signed in the ESS fraternity house. Independent Estonia's national flag was put together from the ESS fraternity's colors of black, blue, and white—the first prime minister and some of his ministers had been members of the fraternity.

Germany shut down fraternities in Estonia as well as in Latvia and Lithuania during its occupation of the Baltics in 1940. That policy was continued under the Soviets, who took control from

the Germans in 1940 and eventually annexed the three republics. Soviet deportations of tens of thousands of Baltic intellectuals to Siberian labor camps prompted many more to flee as refugees. The émigré intellectuals and their children kept the Baltic fraternities alive in exile, with chapters on the campuses of several dozen U.S. universities. Now those overseas societies are providing money and encouragement to help chapters at institutions in the Baltics revive themselves.

Interest in the fraternities appears greatest at Tartu University. Founded in 1632, the institution is strong on tradition. An es-

timated 10 to 20 per cent of the student body of 6,000 have joined the 20 or so fraternities and sororities that have opened, or reopened, in recent months.

'Students Were Too Passive'

"We like that," says Prit Heinsoo, assistant to the university's rector. "They educate their members and teach discipline. Under the Soviet system, students were too passive."

The ESS fraternity provides foreign-language lessons for its members—something still in short supply following the decades of isolationist policy imposed on the universities by the

Soviet authorities. Every week one member of the fraternity gives a research report on a topic of moment. Members are expected to help one another with any problems they might have.

"You need a place where you can always be sure there is someone you can trust and talk to about anything at all," says Mr. Tarand. "We have come out of a society where you could never trust anybody."

Socialization Skills

While some fraternities and sororities perform benevolent work in the community, the groups basically serve as a place for their student members to relax, have fun, learn socialization skills—and, in many cases, form relationships with fellow future leaders of Estonia.

Maris Jesse is a member of Filiae Patriae sorority and head of international relations for Tartu University's student union. The sorority, she says, is "like a home away from home."

While the revived fraternities and sororities here seem in many ways a world apart from those in the United States and some other countries, they do have some things in common.

At both the fraternities and the sororities here, first-year members have no voting rights and are responsible for specific tasks. At Filiae Patriae sorority, they must see to it that freshly baked cookies are always on hand.

At the ESS fraternity, says Mr. Tarand, new members are responsible for insuring that the group's golden rule is never violated: "There must be beer in the house day and night."

International

Efforts to Aid Russia's Scholars Are More Than a Humanitarian Gesture

Continued From Page A41

that the former Soviet Academy of Sciences, which recently transferred its assets to the newly formed Russian Academy of Sciences, supported many institutes that did first-rate work. But, he adds, "some institutes were supported by the academy structure simply because they were politically correct. They were of no value scientifically."

"Divining which is which is going to be difficult" for foundations and societies looking to funnel resources to specific institutions, Mr. Lerch says. "The former Soviet Union as a whole is a sinkhole."

Mr. Stone says his plan to provide modest subcontracts to Russian research institutes could avoid that problem, since institutes that do not return work of the highest quality would not be given additional support.

'Someone Specific'

"Let's put this on a capitalist basis," he says. "Let the American scientists figure out who's who."

Joseph McGhee, director of exchanges at the U.S. State Department's Office of Independent States and Commonwealth Affairs—until recently called the Office of Soviet Union Affairs—says that because funds can be easily

entangled or lost within the Russian bureaucracy, groups sending money to help scholars there should "have someone specific in mind."



Victor Rabinowitch: "We are concerned that practically a whole generation of scholars and creative individuals may be lost."

Donations of equipment, he adds, can run into additional problems with customs regulations in Russia, U.S. export-control regulations, and other legal impediments.

"Unless there's a competent consignee on the other end, God knows where it's going to end up," he says.

Loren R. Graham, a professor of the history of science at the Massachusetts Institute of Technology, says that because the "organization of Russian science and culture is presently in turmoil, direct assistance to major institutions should probably be avoided."

"We easily could support the

wrong organizations in the power struggles going on," he adds.

Mr. Graham and others are also concerned that a Russian tax of as much as 60 per cent on foreign donations of funds and equipment and an official exchange rate that can significantly reduce the value of financial contributions could inhibit support from U.S. foundations and other non-profit organizations.

Favorable Exchange Rates

Eugene B. Skolnikoff, a political-science professor at MIT, says foundations that intend to send money should demand that their currency be exchanged at the more favorable tourist rate of 100 rubles to the dollar, rather than the official rate of 1.5 rubles to the dollar.

He and Mr. Graham emphasize that American groups should also try to negotiate an end to the Russian tax on foreign contributions.

Mr. Graham says that when he and Mr. Skolnikoff visited Russia last month, many scientists they spoke to expressed the fear that the tax would be an obstacle to foreign contributions. "Very often, they mentioned that tax," says Mr. Graham.

In a letter that the two MIT professors have been distributing to foundations around the country, two officials of the Russian Academy of Sciences, Victor M. Sergeev and Artyom Mnatskanyan, urge Western groups considering ways of helping Russian science to meet

with Russian officials to negotiate an end to the tax and to institute procedures through which funds can easily be sent to specific Russian scientists and institutes.

Mr. Rabinowitch of the MacArthur Foundation agrees with the recommendations of the Russian scientists, noting that foundations and other non-profit institutions

"Everybody feels there's a treasure of Soviet

Intellectual activity that needs help, needs to be saved before it goes down the drain."

cannot agree to pay such taxes under U.S. Internal Revenue Service regulations.

"These taxes have got to be a matter for negotiation, as do the exchange rates," he says.

Mr. Skolnikoff of MIT says that because they can respond quickly and provide financial assistance with less red tape and political controversy than the U.S. government, foundations and other non-profit institutions offer the best hope to Russian scholars, at least for the near future.

"Whatever can be done should be done quickly," he says. "And the largest hope of moving fast is with the foundations."

Other, more pressing problems—such as starvation, bolstering the Russian economy, and keeping Russian nuclear scientists from selling information about nuclear-weapons technology to other countries—are likely to get the most attention and help from the U.S. government, Mr. Skolnikoff and Mr. Graham say. Thus, they add, it would be appropriate for foundations to focus on such areas as preserving the best aspects of Russian fundamental science.

"It's not at the top of everyone's agenda in terms of relief," says Mr. Skolnikoff. "But it's one of those areas where a little money can go a long way."

'Flood of Applications'

Mr. Graham says organizations considering programs to support scholars in Russia should work together to establish a joint U.S.-Russian committee that could impartially review proposals for assistance. "For a foundation or American organization simply to declare itself open to applications for support to young and talented Russian scientists and artists would result in a flood of applications that would be difficult to evaluate," he says.

He and Mr. Skolnikoff say the programs should also encourage Russian scholars to remain in their country to avoid exacerbating the brain drain. They say programs also should emphasize support for younger scholars, who are not as politically well connected, or insulated from cuts, as the older scholars.

Groups Seek Talks on Future of Education in South Africa

Continued From Preceding Page

cations. "When the terrain suddenly changed, the struggle for policy began."

Mr. Cloete took part in last week's meeting as co-chairman of the postsecondary group of the National Education Policy Investigation, which is studying policy options and recommendations for groups that are trying to draft plans for a post-apartheid South Africa.

He said the discussions focused on creating a broad "socio-economic forum" that could negotiate with the government on specific issues, including education.

Educators here say the urgency of negotiating a new future for public education in South Africa has been underscored by the recent announcement that only 39 per cent of 275,173 black students who took the final school-leaving examination had passed. In contrast, 96 per cent of the 65,933 white students who took the exam passed. Of the pool of black candidates, only 28,051, or 10.2 per cent, had the minimum grades to qualify for admission to a university, in contrast to 27,356, or 41.5 per cent, of the white candidates. The test results

of an additional 12,777 black students have yet to be reported.

Johan van Zijl, director of the Education Foundation, a private agency, described the test results for black students as "shocking, but not unexpected." He said that differences over education could pose a serious obstacle in negotiations over South Africa's future and called for a national convention to discuss educational policies. Mr. van Zijl's foundation has been helping organize regional education forums involving the ANC, the government, and other groups.

'Certain Kind of Malaise'

Lindwele Mabandla, administrative secretary of the education department of the African National Congress, said the test results dictated a restructuring of the system. "What it shows is that, despite the slight improvement, there is a certain kind of malaise in the governance of black education," he said.

Roger Burrows, Democratic Party education spokesman and a member of Parliament, speculated that President F. W. de Klerk might announce steps toward the scrapping of all segregated govern-

ment agencies, including education departments, in his speech at the opening of Parliament this week.

The government says it has been trying to draw political and education groups into an "education forum" to discuss immediate problems and investigate a new education system.

Sam de Beer, the new Minister of Education and Training whose department oversees the schooling of blacks, recently told *Business Day* here that it was vital that such a forum begin negotiating education issues as soon as possible.

The ANC and other anti-apartheid political and education groups insist that such a forum have the power to determine policy and put it into effect. Mr. de Beer told *The Chronicle* that while it was too early to speculate on the precise functions of such a group, he did not foresee its having powers that currently "reside with government."

Last year a Joint Working Group on education was formed after Nelson Mandela, the ANC leader, and concerned educators met with President de Klerk to discuss what the delegation termed "the enormity of the crisis in education." The

delegation, which included university vice-chancellors and representatives of the left-wing Azanian Peoples Organization, had six more meetings with top government education officials. While the group reached agreement on some issues, it failed to achieve its goal of setting up a "fully representative forum to discuss the reconstruction of education."

Government 'Didn't Deliver'

Jakes Gerwel, rector of the University of the Western Cape and chairman of the delegation of concerned educators, said the working group's efforts had been dominated by the government and "didn't deliver what people expected."

John Samuel, head of the ANC education department, has said that the format used for the Joint Working Group "did not produce results," and that a new mechanism had to be found to engage the government on education issues.

The ANC's draft education policy guidelines are to be revised and consolidated at a conference next month. "People must be properly consulted and participate in the process," said Mr. Mabandla. "We want something of lasting value to come out of it."

Mr. Cloete maintains that there

will be "a struggle about what kind of education system we are going to have, and that will be linked to certain political positions."

"Whatever policies get on the table will frame the debate," he said. Among the issues Mr. Cloete's policy board is investigating are the governance and financing of universities, access and standards, and affirmative action.

He called the higher-education system "incredibly wasteful." He said it was not simply a matter of taking money away from the traditional white liberal universities and giving it to rural black universities, because many of the black universities were inefficient and had not defined a role for themselves.

"The big liberal universities need to be Africanized," said Mr. Cloete. "The issue is to make universities like Wits"—the University of the Witwatersrand in Johannesburg—"serve the needs of the majority of the population."

The black universities need to be developed, he said, "but the question is, What role will they play?" Mr. Cloete said the Union of Democratic University Staff Associations would sponsor an international conference in July on transforming South Africa's universities.

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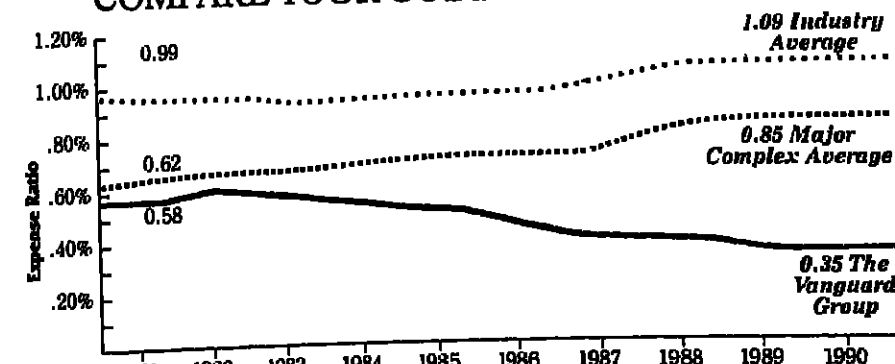
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COUNCIL ON INTERNATIONAL EDUCATIONAL EXCHANGE
announces
1992/93 INTERNATIONAL FACULTY
DEVELOPMENT SEMINARS

SUMMER 1992

Russia and the Republics: Union or Disunion?
Gornyi Institute, St. Petersburg, Russia, June 14-24

A United Germany: Implications for the Future
Free University, Berlin, June 14-20

Understanding Vietnam's Historical Perspectives
Hanoi & Ho Chi Minh City Universities, Vietnam, June 14-27

FALL 1992

The African-American Experience in the U.S.
Southern University, Baton Rouge, September 20-26

Colonialism, Capitalism, Communism: Hong Kong 1997
Chinese University of Hong Kong, November 22-28

Northern Ireland: Images of a Divided Society
University of Ulster, Coleraine, November 22-28

Post-Communist Poland: Problems and Prospects
Warsaw School of Economics, November 22-28

WINTER 1993

The United States of Europe: The E.C. and 1992
University of Limburg, Netherlands & Brussels, January 3-9

A United Germany: Implications for the Future
Free University, Berlin, January 3-9

Understanding Vietnam's Historical Perspectives
Hanoi & Ho Chi Minh City Universities, Vietnam, January 3-16

Each seminar lasts one to two weeks and features presentations on site-specific themes as well as professional interchange with local counterparts. Seminars are open to faculty and administrators at two- and four-year institutions of higher education.



For more information contact:
CIEE/Professional Programs
205 East 42nd St., New York, NY 10017
(212) 661-1414, ext. 1455, or fax (212) 972-3231

NATIONAL ASSOCIATION
FOR MULTICULTURAL EDUCATION
2nd Annual Conference

Guest speakers are: Robert Proudfoot, University of Oregon, Young Pui, University of Missouri, G. Pritchey Smith, University of North Florida, José Cedillos, The Union Institute and Barbara Sizemore, University of Pittsburgh.

Theme:
Multicultural Education for the 21st Century
February 13-16, 1992
Orlando Marriott International Drive Hotel
8001 International Drive
Orlando, Florida
Reservations: 1-800-241-8001

(Detach) PREREGISTRATION FORM (Detach)

NAME			
ADDRESS	CITY/STATE	ZIP	PHONE
ORGANIZATION	TITLE		
(CHECK ONE) →			
Membership Dues	<input type="checkbox"/> Regular \$10.00 <input type="checkbox"/> Retired 15.00 <input type="checkbox"/> Student 15.00		
Preregistration	<input type="checkbox"/> Member 60.00 <input type="checkbox"/> Non-Member 75.00		
Conference Luncheon	<input type="checkbox"/> Price 15.00		
TOTAL ENCLOSED \$			

On-site Registration for Member \$75
On-site Registration for Non-Member \$90

COMPLIMENTARY SELECTIONS
(Check to attend, limited seating)

☐ President's Banquet
☐ Continental Breakfast

Name
Dropouts

A WRITE-IN CANDIDATE was chosen as president-elect and another as a director of the American Philological Association at the group's annual meeting late last month.

In what had been characterized as a battle of conservatives versus radical theorists and feminists, Ludwig Koonen, professor of classics at the University of Michigan, was chosen as president-elect, and Richard F. Thomas, a professor of Greek and Latin at Harvard University, was elected to the board.

After the election, Mr. Thomas said in an interview: "A democratic process has exposed the maneuvering of a group as out of step with the rank and file."

Mr. Thomas, who mounted the write-in campaign, said he and others had been concerned that the official candidates for president-elect, Helene P. Foley, professor of classics at Barnard College, and Marilyn Arthur Katz, professor of Greek at Wesleyan University, "were less senior and less distinguished" than other possible candidates. "Both teach at elite private institutions, and both do similar kinds of work," Mr. Thomas said. He also was displeased that "the two were nominated by a committee, whose six members had all been nominated by the committee while both professors were on said committee."

After the University of Maine's Orono campus lost both its president and interim president to Florida, it's probably no wonder that no one from that state is on the list of finalists to head the campus (Dale W. Lick, president, was named president of Florida State University last March, and John C. Hitt, provost and interim president, was named president of the University of Central Florida in December.)

The finalists, all of whom are scheduled to visit the campus this month, are:

- H. Ray Hoops, vice-chancellor for academic affairs at the University of Mississippi since 1988.
- Frederick E. Hutchinson, senior vice-president for academic affairs and provost at the Ohio State University. Mr. Hutchinson received his bachelor's and master's degrees at the University of Maine and is a former vice-president for research and public service at its Orono campus.
- J. Michael Ornduff, president of the University of Maine at Farmington since 1988.
- John E. Van de Wetering, president of the State University of New York College at Brockport since 1981.

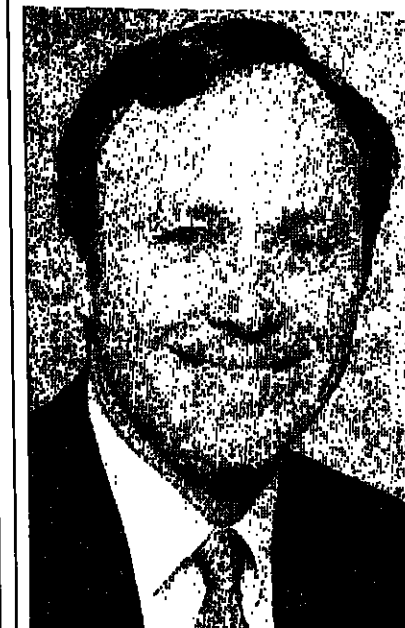
The University of Illinois at Chicago has assumed administration of the National Fingerprint Program for Child Identification. Founded in 1983 by Diane G. Apa, the program will be part of the University of Illinois's new Office for the Study of Child Victimization, which will be directed by Ms. Apa and housed on the campus of Sangamon State University, which shares a grant with the Chicago campus to conduct research on the problem of missing children.

After five terms as mayor of Houston, Kathy Whitmire will join the faculty of Rice University on February 1. She will lecture on public affairs, do research, and help organize conferences and symposia.

Roger Mudd is leaving "The MacNeil-Lehrer News Hour," where he has been senior correspondent, to accept the Peris Professorship of Journalism for 1992 at Princeton University.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Richard A. Detweiler
Hartwick College

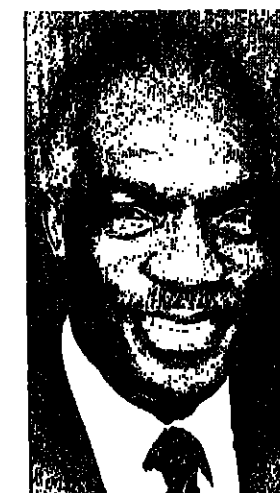


Shelley L. Johnson
Upsala College



Charles M. Hodge
Western Michigan University

Margaret O. Lucas
Rochester Institute of Technology



Walter J. Leonard
Cities in Schools Inc.



- New college and university chief executive: Hartwick College, Richard A. Detweiler.
- Other new chief executive: Cities in Schools Inc., Walter J. Leonard.

Appointments,
Resignations

Donald E. Agostino, associate professor of telecommunications at Indiana U., also to director of radio-television services. Brenda Amason, former member of the student-life staff at U. of Illinois at Chicago, to director of campus life at Aurora U. (Ill.).

Robert P. Battell, assistant director of corporate and foundation relations at Cornell U., to director of corporate relations at U. of Maine.

Jack Becherer, acting dean of student services and director of counseling at St. Louis Community College at Forest Park, to vice-president for student development at Marquette Valley Community College.

Weldon E. Becker, professor of education at Texas Tech U., to vice-president for academic affairs at Wayland Baptist U.

Paul Buchmann, library-systems analyst at Oregon Health Sciences U., to director of computing and telecommunications at Washington U. (Mo.).

Evelyn S. Campbell, director of the Student Mediation Center at Ohio State U., to dean of student services at Augustana College (Ill.).

Joan Clarke, former reference librarian at St. Louis Community College at Florissant Valley, to director of instructional resources at St. Charles County Community College.

James J. Cook, president of Seminole Junior College, to director for two-year-college education at Oklahoma State Regents for Higher Education.

John Cruick, director of placement services at Wayne State U., to executive director of university counseling and placement services.

George Don, assistant dean of the college of natural resources at U. of California at Berkeley, to assistant dean of the school of theater, film, and television at U. of California at Los Angeles.

Richard A. Detweiler, vice-president and professor of psychology at Drew U., to president of Hartwick College, effective this summer.

Russell Du Bois, head librarian at U. of Minnesota at Morris, has retired.

William D. Duffy, director of government relations at Gonzaga U., has retired.

W. Scott Friedhoff, dean of admission at Albright College, to dean of admission for the college of liberal arts at Hamline U.

Robert C. Gilman, president of West Virginia Institute of Technology, has announced his resignation, effective August 17.

Ellen H. Goldberg, professor of microbiology at U. of New Mexico, to associate provost for research and dean of graduate studies.

Harold P. Hazen, vice-president for development at Huntington College, to vice-president for development at Regent U.

Royce G. Hedges, senior vice-president for development at U. of Colorado Foundation, to vice-president for university relations at Marquette U.

Richard Haydinger, vice-president for external relations at U. of Minnesota, has announced his resignation, effective June 30.

Susan M. Hooley, former director of the Computers in Teaching Initiative Center for Textual Studies at Oxford U. (England), to director of the Center for Electronic Texts in the Humanities, a joint venture of Princeton U. and Rutgers U.

Charles M. Hodge, professor and dean of the college of education and human development at Lamar U., to dean of the college of education and professor of educational leadership at Western Michigan U.

Shelley L. Johnson, partner in Vanguard Properties (East Orange, N.J.), to vice-president for administration at Upsala College.

Key Kennedy, program coordinator for student activities at U. of Wisconsin at Green Bay, to director of alumni relations at Carroll College (Wis.).

Anthony M. Kohlenberger, adviser to the Study Abroad Program at California State U. at Los Angeles, to director of the international-student program at Orange Coast College.

Jane Lemke, assistant director of financial-aid services at American College Testing (Iowa City), to director of student financial services at Carroll College (Wis.).

Steven R. Leovy, former managing director of public information, development, and policy at Travelers & Immigrants Aid of Chicago, to director of corporate and foundation relations at DePaul U.

Continued on Following Page

CONFERENCES, CALLS FOR PAPERS

3rd National Conference on College Teaching and Learning

APRIL 9 - 11, 1992 - OMNI Hotel - Jacksonville, Florida

"Improving Teaching and Learning in the College Classroom"

The conference will focus on four areas:

1. Innovative college teaching/learning techniques
2. Classroom research projects conducted by teachers
3. Developing Teaching/Learning Centers
4. Applying technology in the classroom

Some featured presenters are:

Thomas A. Angelo
Larry Darling
Don Doucette
Pat Hutchings
Roger T. Johnson
George Vaughan
Carol Weiss

Technology track:

- IBM / ACIS Scholars
- Virtual Reality Session: Hands-on Demos
- Multi-Media & Electronic Classroom Visits
- Technology / Software Fair

For registration forms and more information, contact:

Dr. Bill Martin
Martin Center for College Services
Florida Community College at Jacksonville
601 W. State St., Jacksonville, Florida 32202
(904) 632-3155 FAX: 632-3393

The Center for the Advancement of Teaching and Learning

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CALL FOR PAPERS — March 6

Women: Vitae and abstracts of papers for possible presentation at the 6th Annual Interdisciplinary Conference.

Theme:

"Women: Voices, Visions, and Vexations"

to be held September 24-26, 1992
at Bowling Green, Kentucky

Keynote Speaker: Annette Kolodny

Contact:

Program Committee, Women's Studies Conference
BAO 200, Western Kentucky University
Bowling Green, KY 42101
502-745-5757 or 745-5728. Fax # 502-745-5387.

Coming February 19 A SPECIAL PULL-OUT SUPPLEMENT Events in Academe Spring-Summer 1992

You'll want to save this extraordinarily useful compendium of meetings, conferences, seminars, and other noteworthy events in higher education this coming spring and summer. It will feature listings by subject, sponsoring organizations, and dates, with names, addresses, and phone numbers of the people to call upon for detailed information and application forms.

Be sure to reserve advertising space.

To call extra attention to the events you sponsor, you're invited to insert an advertisement in this special section of The Chronicle. Deadline for space reservations and materials: Friday, January 31. Phone our Display Advertising Department today: (202) 466-1080; ask for Lauren Coffman.

Listings in the reference columns of this special supplement are free, but publication of meeting announcements is at the discretion of the editors.

The Chronicle of Higher Education

1255 Twenty-Third Street, N.W., Washington, D.C. 20037

Coming Events

Continued From Preceding Page

10: Student personnel. Seminar on student success courses, College Survival Inc., New York. Contact: csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8323; fax (605) 343-7553.

10-21: Adult education. "Focus on Adults: A Self-Study Guide for Postsecondary Education Institutions," workshop, American Council on Education, Washington. Contact: Center for Adult Learning and Educational Credentialing, ACE, One Dupont Circle, Washington 20036-1193; (202) 939-9475.

10-22: Multiculturalism. "Developing and Implementing Multicultural Curriculum," workshop, Southwest Center for Human Relations Studies, San Diego. Contact: (405) 325-3936.

10-23: Planned giving. "Conrad Teitel's Comprehensive Planned Giving Course," Philosophy Tax Institute, San Francisco. Contact: Sally Ann O'Shea, 1713 Arcadia Road, Old Greenwich, Conn. 06870; (203) 637-4311.

11: Student personnel. Seminar on student success courses, College Survival Inc., Philadelphia. Contact: csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; (800) 528-8323; fax (605) 343-7553.

11-18: Personnel. "Admission-Representative Seminar," at Gallup, Lincoln. Contact: Sally Ann O'Shea, 1713 Arcadia Road, Old Greenwich, Conn. 06870; (203) 637-4311.

12: Research. "Responding to Allegations of Research Misconduct in the University: A Practicum," workshop, American Association for the Advancement of Science, Hyatt Regency Hotel, Chicago. Contact: Misconduct Practicum, Directorate for Science and Policy Programs, AAAS, 1333 H Street, N.W., Washington 20005; (202) 326-6600; fax (202) 289-4950.

12-13: Admissions. College fair, National Association of College Admission Counselors, Pittsburgh. Contact: NACAC, Altoona, Pa. 22; (412) 836-2222.

12-14: Fund raising. Annual winter conference, American Prospect Research Association, Hyatt Orlando Hotel, Orlando, Fla. Contact: John L. Gilha, (515) 394-6819.

12-14: Higher education. "Lifelong Learning: Meeting the Higher Education Needs of Adult Learners," conference, National University, San Diego. Contact: National University Research Institute, National University, Suite 322, 4025 Camino del Rio South, San Diego 92108; (619) 563-7144.

12-15: Music. Annual conference, Sonneck Society for American Music, Louisiana State University, Baton Rouge, La. Contact: Wallace M. Leach, School of Music, Louisiana State University, Baton Rouge, La. 70803; (504) 388-3361.

12-16: International education. "Education in the People's Republic of China," workshop, World Education Services, San Francisco. Contact: Robert Hunter, (212) 966-6311; fax (212) 966-6305.

12-16: Business officers. "Strategic Planning and Budgeting," workshop, National Association of College and University Business Officers, Los Angeles. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 861-2520.

12-16: Cooperative education. "Two-Year Colleges and Co-op: It's a Natural!" training program, Northwestern University, Cincinnati. Contact: Donna Depler, Associate Training Director, Northwestern University, Center for Cooperative Education, 303 Stearns Center, Northwestern University, Boston 02115; (617) 437-3774; fax (617) 437-3402.

12-16: History. "Encounters, 1492-1992: 500 Years of Interaction," symposium, Texas Lutheran College, Seguin, Tex. Contact: Stephen Anderson, (512) 372-8020.

12-16: Multicultural issues. "Managing Diversity in the University/College Workplace," workshop, Southwest Center for Human Relations Studies, San Diego. Contact: (405) 325-3936.

12-16: Multicultural issues. "Multicultural Programs: Certificate Training," International Counseling Center and George Washington University, Washington. Contact: ccc, Suite 138, 3000 Connecticut Avenue, N.W., Washington 20008; (202) 462-0700.

12-16: Social sciences. Conference, Sunbelt Social Network Conference, San Diego. Contact: Phillip Bonach, Department of Sociology, University of California, Los Angeles, 90024.

12-17: Women and higher education. "Next Step Workshop for Women Administrators in Higher Education," workshop, National Institute for Leadership Development, Phoenix. Contact: NILD, Rio Salado Community College, 640 North First Avenue, Phoenix 85003; (602) 253-4290.

12-18: Personnel. National seminar, College and University Personnel Association, Capital Hilton Hotel, Washington.

Contact: Lucia Cretella or Karen Simon, csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; Washington 20036; (202) 429-0311, ext. B.

14 Valentine's Day

14: Faculty development. Annual conference, Massachusetts Faculty Development Consortium, Walham, Mass. Contact: Susan A. Holton, M.F.D., Bridgewater State College, Bridgewater, Mass. 02325; (508) 697-1201.

14-15: Higher education. "A Day With Arthur Chickering: Education and Identity Revisited," workshop, California State University, Long Beach, Cal. Contact: Cynthia S. Johnson or Kathryn Gooddard, Student Development in Higher Education, 1250 Bellflower Boulevard, Long Beach, Cal. 90840; (213) 985-4974.

14-15: Higher education. "Teaching in Shopping Centers," teleconference, NUTN and Indiana University-Purdue University at Indianapolis. Contact: NUTN, (405) 744-5191.

14-15: Mathematics. Math workshop, Addison-Wesley Publishing Company, Xavier University, Cincinnati. Contact: Addison-Wesley, One Jacob Way, Reading, Mass. 01867; (617) 944-3700.

14-15: Student affairs. Annual conference on student affairs, University of Maryland, College Park, Md. Contact: Mary D. Gibson, Maryland Student Affairs Conference, 2101 Annapolis Hall, University of Maryland, College Park, Md. 20742; (301) 314-7343.

14-15: Teaching. "It's a Small World: Using Multi-Cultural Education for Effective Teaching," forum, Fayetteville State University, Fayetteville, N.C. Contact: Bertha H. Miller, (919) 484-1265.

14-16: Multicultural education. Annual conference, National Association for Multicultural Education, Orlando, Fla. Contact: Alfred G. Mouton, Division of Basic Studies, McNeese State University, Lake Charles, La. 70609; (318) 475-9131 or (318) 474-4772.

14-16: Black writers. Meeting, Union of Writers of the African Peoples, Community College of Philadelphia, Philadelphia. Contact: UWAP, c/o Forbes Quadrangle 3701, University of Pittsburgh, Pittsburgh 15260; (412) 648-7540; fax (412) 648-7214.

14-17: Institutional advancement. District conference, Council for Advancement and Support of Education, Grand Hyatt Hotel, Washington. Contact: CASR, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

14-18: Teacher education. "Education and Family: A Global Perspective," annual meeting, Association of Teacher Educators, Orlando, Fla. Contact: ATE, 1900 Association Drive, Weston, Va. 22091; (703) 620-3110; fax (703) 620-9530.

14-18: Personnel. "Salary Equity," professional-development program, College and University Personnel Association, Contact: Lucia Cretella or Karen Simon, csi, 2650 Jackson Boulevard, Rapid City, S.D. 57702-3474; Washington 20036; (202) 429-0311, ext. 6.

14-18: Enrollment. "Retention Showcase: Focus on the Undecided Student," conference, Bradley University, Costa Mesa, Cal. Contact: Center for Educational Development, Bradley University, Peoria, Ill. 61625; (309) 677-2420.

14-18: Equal opportunity. "Passport to the Future: Forging Partnerships Through Business, Education, and Government," annual conference, Southeastern Association of Educational Opportunity Program Personnel, Nashville. Contact: Loreita R. Herrin, Project Upward Bound, Benedict College, Columbia, S.C. 29203; (803) 253-5342.

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Coming Events

Continued From Previous Page

26-28: Coalitions. Symposium on water-borne, higher-solids, and powder coals. Southern Society for Coal Technology, New Orleans. Contact: Robert F. Storey or S. E. Thames, Polymer Science, University of Southern Mississippi, Southern Station Box 10076, Hattiesburg, Miss. 39406; (601) 266-5193.

28-29: Learning technology. "Learning Technology in the Health-Care Sciences and Interactive Instruction Delivery." Society for Applied Learning Technology, Orlando, Fla. Contact: SALT, 58 Culpeper Street, Warrington, Va. 22186.

26-28: Minorities. Annual meeting, Pennsylvania Black Conference on Higher Education, Philadelphia. Contact: Alicia King, Philadelphia College of Pharmacy and Science, 600 South 43rd Street, Philadelphia 19104; (215) 966-8522.

28-March 1: Developmental education. Annual conference, National Association for Developmental Education, San Antonio. Contact: Silvia Lujan, University of Texas-Pan American, 1201 West University Drive, Edinburg, Tex. 78541; (512) 381-2585, Michael Burke, Eastfield College, 3737 Motley, Mesquite, Tex. 75150; (214) 324-7169, or James Smith, Trinity Valley Community College, Athens, Tex. 75751; (903) 673-6242.

27: International education. "Education in the People's Republic of China," workshop, World Education Services, Washington. Contact: Robert Hunter, (212) 966-6311, fax (212) 966-6395.

27-28: Information systems. "Human Factors in Information Systems," symposium, Arizona State University-West, Phoenix. Contact: Jane M. Carey, Business Programs, Arizona State University-West, P.O. Box 37100, Phoenix 85069; (602) 543-8216.

27-28: Ethics. "The Global Village: Ethics and Values," conference, Barry University, Miami. Contact: Barry University, Center for Applied and Professional Ethics, Department of Theology and Philosophy, 11300 N.E. Second Avenue, Miami Shores, Fla. 33161-6695; (305) 899-3410.

27-March 2: Aging. Annual meeting, Association for Gerontology in Higher Education, Stouffer Harborplace Hotel, Baltimore. Contact: AGHE, Suite 410, 1001 Connecticut Avenue, N.W., Washington 20036-5504; (202) 429-9277.

27-March 2: Peace studies. Annual meeting, Peace Studies Association, University of Colorado, Boulder, Colo. Contact: PSA, Campus Box 471, University of Colorado Boulder, Colo. 80309-0471; (303) 492-7718.

27-March 2: Psychology. "National Feminist Psychology Conference: Women's Realities, Women's Visions," Association for Women in Psychology, Sheraton at Shoreline Square Hotel, Long Beach, Cal. Contact: Patricia Ruzee, P.O. Box 13743, Long Beach, Cal. 90815; (213) 985-5022.

28-29: Art therapy. "Exploring the Boundaries: Art and Mental Health," conference, University of Utah, Salt Lake City. Contact: Cathy Stringham, University of Utah, Counseling and Institutes, 2174 Annet Building, Salt Lake City 84112; (801) 581-5809.

28-29: Philosophy. "The Implications of Realism and Antirealist for Epistemology," conference, Santa Clara University, Santa Clara, Cal. Contact: Christopher B. Kulp, Philosophy Department, Santa Clara University, Santa Clara, Cal. 95053.

28-March 31: Broadcasting. National convention for school and college-radio broadcasters, Intercollegiate Broadcasting System, New York. Contact: JET, 118, Box 592, Vails Gate, N.Y. 12584-0592; (914) 565-6710, fax (914) 561-1932.

28-March 31: Higher education. "Work and Productivity: New Definitions and Increasing Demands," conference on higher education, National Education Association, San Diego Princess Resort, San Diego. Contact: Christine Maitland, Coordinator, Higher Education Conference, NAEA, 1201 16th Street, N.W., Washington 20036-3299; (202) 822-7162.

28-March 3: Music. "Phylos (Less) Hurt," conference, University of South Florida and other sponsors, Clearwater, Fla. Contact: Lagretta Lenker or Don Owen, University of South Florida, 4202 East Fowler Avenue, 1st fl., Tampa, Fla. 33620; (813) 974-2403.

29: Drug abuse. "Annual Intercollegiate Prevention Forum: Campuses and Communities—Partners in Preventing Alcohol and Other Drug Problems," San Diego Area Intercollegiate Consortium, University of San Diego, San Diego. Contact: Nancy Kallins, Alcohol, Tobacco, and Other Drug Studies, University of California Extension 0176, 3500 Gilman Drive, La Jolla, Cal. 92037-0176; (619) 534-2324, fax (619) 534-0485.

29: Philosophy. "Which Computers Can Think?" symposium, University of New Hampshire, Durham, N.H. Contact: Ken Waples, Department of Philosophy, University of New Hampshire, Durham, N.H. 03824.

29-March 4: Holocaust and religion. Holocaust and Church Struggle: Religion, Power, and the Politics of Resistance," annual scholars conference on the Holocaust and the German church struggle, University of Washington, Seattle. Contact: H. G. Locke, University of Washington, MS-DC-13, Seattle 98195; fax (206) 543-1096.

WORKSHOPS

European Perspectives on Waste Management

A Workshop Designed for Environmental Professionals

May 18-20, 1992

Rewley House—University of Oxford

UNIVERSITY of OXFORD
Oxford, EnglandCALIFORNIA STATE POLYTECHNIC UNIVERSITY
Pomona, CaliforniaUNIVERSITY of STRATHCLYDE
Glasgow, Scotland

This important workshop is being offered as part of a consortium involving the University of Oxford, Oxford, England; California State Polytechnic University, Pomona, California, U.S.A.; and the University of Strathclyde, Glasgow, Scotland. The primary purpose of the workshop is to present the most current European perspectives on waste management. The workshop will be an exciting opportunity for important international exchanges surrounding the critical issue of environmental management.

For a detailed brochure, call the Office of Continuing Education at Cal Poly University Pomona, CA 714-869-2288.

WORKSHOP TOPICS

Thinking Green

The Concept of European Chemical Timebombs
Examples of Chemical Timebombs
Regenerative Approach to Chemical Contamination
Discussion Panel - Issues and Conclusions

Identifying the Hazards in Landfill

The Environmental Impact of Landfill
Landfill Reclamation—Costs and Liabilities
Commercial Uses/Markets for Recycled Materials

Land Contamination: Identifying Hazards

Land Contamination: Surveys and Classification
Analysis and Interpretation of Land Contaminants
The Regenerative Approach to Land Contamination
Disposal of Dredged Sediments and Sewage Sludge
International Markets for Environmental Consultants

The University of Chicago presents the 21st National Institute on Issues in Teaching and Learning

Teaching Writing and Social Difference
Workshops on Innovative Instructional Practices

April 25-27, 1992 Chicago, Illinois

This program offers three days of workshops on teaching writing and critical thinking in courses which engage questions of social and cultural difference. Discussion sessions will join faculty with participants in assessing relative merits and limitations of various pedagogical approaches to these issues.

Institute Faculty include:

David Bartholomae • Gregory Colomb • Marilyn Cooper • Thomas Fox
• Toby Fulwiler • Susan Jarratt • John Trimbur • Joseph Williams

For further information, contact: Pearl Gonzales, UOCE, University of Chicago, 5835 S. Kimbark Ave. Chicago, Illinois 60637; Telephone: (312) 702-7503; Fax: (312) 702-6814.

Deadlines

A symbol (a) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

February 3: Arts and humanities. Applications for short-term visiting fellowships. Contact: Librarian, Harvard Library, Harvard University, Cambridge, Mass. 02138.

February 14: International studies. Applications for dissertation and postdoctoral fellowships for advanced German and European studies, with residence at Free University of Berlin. Contact: Berlin Program, Social Science Research Council, 605 Third Avenue, New York 10158.

February 15: Environmental science and engineering. Applications for resident summer fellowships. Contact: Environ-

PAPERS

February 3: Higher education. Proposals for possible presentations at a national conference on racial and ethnic relations in American higher education, to be held in June in San Francisco. Contact: Margaret Abudu, Executive Director, Southern Center for Human Relations Studies, 1600 Asp Avenue, Norman, Okla. 73074-0001.

February 15: Interdisciplinary programs. Abstracts of papers for possible presentation at a national conference on interdisciplinary and interdisciplinary programs, to be held in May in Virginia Beach. Con-

INSTITUTES, WORKSHOPS

February 14: General education. Applications for participation in the Asheville Institute on General Education, to be held in June in Asheville, N.C. Contact: Office of Programs, Association of American Colleges, 1818 R Street, N.W., Washington 20039; (202) 387-3706.

February 24: Art. Applications for participation in a summer institute on Mexican colonial art, to be held in Albuquerque, N.M., and Mexico City. Contact: Inter-American Colonial Art Institute, Latin American Institute, University of New Mexico, Albuquerque, N.M. 87131-1016.

GRANTS

February 1: Science education. Applications for grants under the National Science Education Program. Contact: National Science Education Program, Box 635, National Science Foundation, 180 G Street, N.W., Washington 20055; (202) 357-7076.

February 7: Environment. Applications for cooperative agreements or grants for projects in environmental education as specified in Section 6 of the National Environmental Education Act. Contact: National Environmental Education Act, 1000 16th Street, N.W., Washington 20036; (202) 357-7076.

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